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ABSTRACT

This report presents background information on the role of California community colleges in meeting the workforce development needs of the competitive global economy. It asserts that California is now experiencing a "new economy," which calls for employees to be more adaptable and flexible in their expectations and attitudes. The work of the future will require a higher level and a broader range of skills. Employees will no longer be able to obtain skills that will only lead to a specific job; they must obtain a broad array of skills upon which a foundation for other or future job skills can be built. This expansion of skills and abilities is called "Career Ladders." Transcripts from two California Assembly hearings on community college workforce development are provided in this report. The first hearing, "The New Economy: The Role of the Community College," presents a thorough analysis of the Career Ladders concept, including testimony on its viability and significance in providing the workforce preparation necessary to respond to the new economy. The second hearing, "Information Technology: Preparing Students for IT Careers," outlines California's "Skills Standard for Information Technology" model for the public sector. (RC)

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CALIFORNIA LEGISLATURE

ASSEMBLY SELECT COMMITTEE ON COMMUNITY COLLEGES/SCHOOL TO CAREER

Assemblymember Jerome E. Horton, Chair

Assemblymember Carol Liu, Vice Chair

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INFORMATIONAL HEARINGS ON: THE NEW ECONOMY: THE ROLE OF THE COMMUNITY COLLEGE

MAY 2002

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SPECIAL MESSAGE FROM THE HONORABLE JEROME E. HORTON

It gave me great pleasure to serve as the Chairman of the Assembly Select Committee on Community Colleges/School to Career. From the days of the California master plan for higher education forty years ago, community colleges have played a critical role in the public education continuum. The system continues to provide training opportunities for those who want to advance their careers, as well as those seeking to transfer to four-year institutions. Equally significant, it exists as the gateway to a promising future and enhanced quality of life. Finally, community colleges service those students desiring post-secondary education that are unable to attend four year universities because of structural capacity, restrictive admissions criteria or personal economics. During the 2001-2002 legislative session our committee sought to explore the present and future role of community colleges.

During this session we held two statewide hearings. The first was held on August 15, 2001 at Southwest Community College, Los Angeles. The second was held on December 6, 2001 at the Pasadena Community College Education Center. These hearings were designed to tackle and explore the emerging issues within the Community College system, as well as the urgent issues arising as a result of unexpected internal and external influences. Hence, the committee discussed issues ranging from the role of community colleges in the new economy to information technology needs and finally, ongoing budget allocation issues.

The hearings unveiled the stark realities of the Community College system. It is the largest system of higher education in the world. At any given time one out of every 14 workers in California is learning or upgrading their skills at a Community College. They charge $11 per unit and provide fee waivers for lower income Californians which allows 1/3 of Community College students to pay nothing at all. Community Colleges are externally localized and offer a broad array of learning opportunities that can and have lead many to self-sufficiency.

With all of this to offer, it is indisputable that Community Colleges are emerging as the front runner in responding to the "New Economy". Because of its infrastructure, Community Colleges stand in the best position to respond and implement any initiatives that might revolutionize the work force system. It is a system that needs to have its achievements and accomplishments trumpeted and economically reinforced. Because as a system, it stands poised to do so much, for so many, for so little.

A special thanks to all the committee members for their commitment and effort towards California Community Colleges.

Jerome E. Horton

EXECUTIVE SUMMARY

The State of California continues to experience phenomenal growth. Its economy serves as a draw to attract millions of people annually that are seeking to improve their quality of life. Some would say that the lure of California remains as steadfast as in the days of the Gold Rush. It is this lure that attracts the skilled as well as the unskilled worker, which must be balanced to ensure that California remains an economic leader in the nation and the world. Therefore, the training and development of the workforce is critical to the progression of the state.

The current workforce is faced with the challenge of succeeding in an extremely competitive global economy. The skills necessary to function and succeed in the new economy are worlds away from those of the past. In the past, hard work and the "pull yourself up by the bootstraps" mentality were sufficient for a worker to carve out a living to support a family. In the current milieu, the workers of the future must have skills to match the employer expectations of the 21st Century.

The employee of the 21st Century will have to be technologically astute as well as flexible. This is reflected in the fact that the average time spent on a job is steadily decreasing. Ten, twenty and thirty-year pins are part of a bygone era for the workers of the 21st Century. And, although workers will be spending less time with an employer, the rewards and the demands on workers have increased. Entry level employees will need to possess long-term skills that can serve as a foundation for career-extending skills.

This concept of working to build California's new workforce is called Career Ladders. Community Colleges have accepted the challenge of preparing the California workforce. It is a system that will take the needs of the employers and employees and intermesh them with the traditional workforce development institutions, with the community colleges serving as the core developer. The anticipated and desired outcome will be a cadre of skill-based employees that will adapt to the philosophy of life-long education and training that will carry California successfully into the 21st Century and beyond.

BACKGROUND

In 2001, the Board of Governors of the California Community Colleges unveiled its top priorities. Included among its priorities were various issues and initiatives that would not only impact its system of colleges, but tended to have much broader implications and reverberations. One such priority recommended a role for the community college system in:

- **Developing initiatives to bolster the contribution of California's community colleges in workforce preparation and economic development**

This initiative was derived from a process, which included public study sessions and public hearings. The hearings took place in Los Angeles and San Francisco and the formalization of the initiative included the involvement and expertise of specialists that were internal and external to the community college system. The emergent concept was termed "Career Ladders" and it portends to have a significant impact upon preparing the workforce to respond positively to the new economy and thereby secure California's position as the world's fifth largest economy. .

The context for workforce development is based upon economic change, and California's economy has experienced a drastic evolution from that of years ago. Economists say that California is now experiencing "a new economy". In this new economy, experts claim that the labor market will be much more demanding of all employees in regard to their skill level. This concept has been long proven true in regard to those at the higher end of the employment spectrum, as statistics have consistently shown a strong correlation between education and earning power. If this theory proves true, California's future then, is predicated upon employers recruiting and retaining workers with diversified skills and abilities.

The philosophy behind this "new economy" calls for employees to be more adaptable and flexible in their expectations and attitudes toward their professions and their employers. In this new era, some economists predict that the long-term employer-employee relationships of the past are gone from the work scene forever. The traditional 10, 20 and 30-year pins may well be obsolete, as the average worker now spends approximately three years with an employer. The worker of the future will require a higher level and broader range of skills than ever before in history.

The skills sought and attained by employees of the future must be closely aligned with the needs and demands of the labor market. Employees will no longer be able to obtain skills that will only lead to a specific job; they must obtain a broad array of skills upon which a foundation for other or future job skills can be built. This expansion of skills and abilities is called "Career Ladders".

The Career Ladders concepts call for a change in the current workforce training policies and philosophies. In order to prepare employees for the new job market demands, workforce programs, job preparation, and philosophies will also have to evolve.

In the June 8, 2001 Board of Governor's "Framing Document: A Career Ladders Approach to Workforce Development," it states the following regarding Career Ladders:

> The pressing need for skills in the new economy demands new strategies to enable individual to acquire needed literacy, numeracy and informational competencies and to continue to develop these skills to advance in their careers. To meet this critical need, many educators and policy experts are calling for the development of career ladders – long term career progression pathways to help individuals advance, particularly in high wage, high growth careers. For example, Norton Grubb states:
>
> The trick to creating an overall education and job training system from the two currently disjointed systems is to fashion these links systematically, in "ladders" of education and training opportunities that can move individuals from their existing levels of accomplishment to higher levels at which they prepare for jobs of increasing skill, earning, and stability. (Russel Sage Foundation, Chapter 7, page 2)
>
> A coherent system requires all programs to be linked into a series of sequential education and training-related activities that individuals can use to progress from relatively low levels of skill (and relatively unskilled and poorly paid work) to higher levels of skills and (presumably) more demanding, better-paid, and more stable occupations (Page 5)

California's community college system has acknowledged the "new economy" and its impact upon workers of all levels. As a system they have decided that the only way to ensure California's continued competitiveness is to retool the employment system, including the approach toward training.

The August 15, 2001 hearing was dedicated to a thorough analysis of the Career Ladders Concept. Those presenting testimony were asked to evaluate the concept and provide input regarding its viability and significance in providing the workforce preparation that will be necessary to respond to the new California economy. That information and testimony is contained herein.

Creating a career ladder system would require partnerships among employers, workforce development agencies, community colleges and the community. However, in order to maintain the viability of the state, it will be imperative to have the participation and acceptance of the business community. The involvement of the business sector is necessary to ensure that the labor market demands and needs was well reflected in the overall training goals and philosophies.

Indisputably, one of the current growth industries is information technology. As an industry, it has a natural predisposition to career ladders. Information technology as a field encompasses various levels of job skills as well as defined compensation that is commensurate with each level. As such, this structure lends itself to unparalleled growth as the entry-level worker has vast potential for upward mobility. Indeed their career ladder continues to expand as research and innovation in information technology progresses.

For this reason, Information technology was chosen as the second hearing in this series. As a foundation for the industry, the State of California, Department of Information Technology provided an overview of the states' IT program. IN this presentation, it was revealed that the state has developed a stable foundation for IT career ladders. They current have a "Skills Standard for Information Technology" model for the public sector. This model includes work components for each specialty area, validated competency and a clearly defined two-year curriculum. Following the completion of each specialty area, participants have the option of testing for certification. This clearly exists as a model for other industries that have the desire to develop similar career ladders.

RECOMMENDED FOCUS

- The state must play an integral role in ensuring a seamless transition between developmental and vocational education; non-credit and credit, and between community colleges and four-year institutions – this is critical to the success of the Career Ladders Initiative.

- The state should support the community colleges' efforts to grow its own population and citizenry into a highly trained workforce. The Career Ladders approach incorporates this.

- Career Ladders should be linked to regional work development boards.

- State should focus on high-wage; high demand professions, but not separate "new" from "old" economy. The jobs of yesteryear, such as printing, auto repair, construction are all needed in the new economy, but the level of training will be more high-tech oriented.

- Career Ladders must engage local academic senates in curriculum development.

- Outreach must start at the high school level. State must encourage K-12 districts and community colleges to develop and update their articulation agreements. Regional cooperation is also needed on regional occupation programs and non-credit education. All of the high schools, the parents, the community colleges and the employer communities will all have to be aligned in this effort. One segment cannot successfully adopt the integration philosophy in isolation.

- The middle college high schools, advanced education for high school students, and the concurrent enrollment programs all provide the community colleges and the high schools with the opportunities to work together on the issues of integration, alignment, and accountability.

- Community colleges need to play an ongoing role in providing classroom training in the apprenticeship programs.

- Professional development programs are a must; faculty and staff must remain current to serve students seeking to enter workforce.

- Accountability measures must constantly be examined and reexamined; certificate completion may not be an important indicator if student learns skills that he/she set out to learn.

- Counseling is essential. Students need help with articulation and meeting educational objectives.

- Student services such as CalWORKS, matriculation, Equal Opportunity Programs and Services (EOPS) and financial aid are essential offerings at the community college environment. Students must be provided with an array of services to help them complete their educational objectives. The integrity of the categorical programs cannot be compromised through the budget process.

- Costs of textbooks still serve as a deterrent for student participation in community colleges.

- Community colleges should be recognized for performing the role of the new "graduate schools" for those who have already received their four-year degree and need retraining.

- The total cost of education model must be embraced. Representatives of community college faculty and management recognize that high cost programs must be funded at their actual cost level. This includes the constant refreshing of equipment and professional development for faculty and staff.

- Community colleges cannot continue to operate without a stable-funding base, lack of a guaranteed property tax backfill, and a shortfall of $2000 funding per student compared to the national average.

- While businesses have a role to play in determining economic need, the policies of the state toward community colleges must always embrace a value of serving students.

"The New Economy: The Role of the Community College"
Assembly Select Committee Community Colleges/ School to Career

Hearing # 1

Agenda
August 15, 2001
9:30 am

I.	Introduction of Southwest	Jerome E. Horton Assembly District 51	5 min
II.	Welcome	Dr. Audre Levy, President Southwest Community College	5 min
III.	Introduction of Committee Members and Statements	Jerome E. Horton Assembly District 51	10 min
IV.	Introductory Remarks, Christopher Cabaldon, Vice Chancellor	Chancellor's Office	10 min
V.	The New Economy	Barry Brewer, Deputy Director Legislative Liaison/ Employment Development Department	1 5 min
VI.	The New Economy and Education	Dr. Victoria Morrow, Vice Chancellor Educational Services and Economic Development	15 min
VII.	Student Perspective	Tracie Marquez Statewide Student Senate and Cal SACC President	10 min
VIII.	Questions and Answers	Jerome E. Horton	15 min
IX.	Role of Economic Development	Linda Wong, Director	15 min
	Community Development Technology Center		
		David Rattray, Director Unite LA, School to Career	5 min
		Jan Vogel, Director South Bay Workforce Investment Board	15 min

		Dr. Gus Koehler Economic Development Coordination Network for California Community Colleges	15 min
X.	Questions and Answers	Jerome E. Horton	15 min
XI.	Lunch/Break		1 hr
XII.		Model Programs and Specialization Dr. Katherine Townsend, Director El Camino Community College Nursing Program	15 min
		Vicki Legion, Director Community Health Works of San Francisco	15 min
		Marilyn Oversby, N.S.N, R.N. Dean St. Francis Career College	15 min
		Natalee Battersbee, Principal Middle College High School, Southwest College	15 min
XIII.		Community, Industry & Technology Nick Kremer, Dean Cerritos College Community, Industry & Technology	15 min
		Dr. Felix Aquino, President Center for Education and Technology San Diego Community College District	15 min
XIV.	Questions and Answers/ Closing Statement	Jerome E. Horton Assembly District 51	15 min
XV.	Adjournment		

BIOGRAPHIES OF PANELISTS

- *Felix J. Aquino, Ph.D.*

Since June of 2000, Dr. Felix Aquino has served as President of the Centers for Education and Technology in the San Diego Community College District. Dr. Aquino has a Ph.D. and MA in Anthropology from Boston University and his BA, also in Anthropology, from Queens College of the City University of New York.

- *Natalie Battersbee*

Natalie Battersbee is the Principal at Middle College High School in Los Angeles, California. Ms. Battersbee is a member of several organizations such as Senior High School Principal's Organization and National Middle College Principals Consortium. She received her BS from Pepperdine University and MS and Administrative Credential from the University of California, Los Angeles.

- *Christopher Cabaldon*

City Councilman, Christopher Cabaldon, served as Vice Chancellor of the California Community Colleges and was elected Mayor in West Sacramento for two consecutive terms. Mr. Cabaldon earned his BS at University of California, Berkley and his Masters at California State University, California.

- *Nick Kremer*

Nick Kremer is the Executive Dean of Community, Industry and Technology Education at Cerritos College. Previously, he worked at various colleges including Cosumnes River, El Camino, Irvine Valley and California State University, Long Beach. Mr. Kremer received his BA at Stanford University and his Masters at Claremont Graduate University.

- *Vicki Legion*

Vicki Legion is the Director of Community Health Works, a partnership of City College of San Francisco and San Francisco State University. The partnership has developed a nationally recognized Community Health Worker Certificate, a Drug and Alcohol Counselor Certificate, HIV Counselor Certificate and a Health Care Interpreter Certificate.

- *Victoria P Morrow, Ph.D.*

Dr. Victoria Morrow serves as the Vice Chancellor for Educational Services and Economic Development, California Community Colleges since 1998. She leads efforts for development of the Board of Governors' Career Ladders Initiative, re-authorization of the economic development program, and development of the Technology II Plan for the community college system. Ms. Morrow has a BA from Pomona College and her Ph.D. from the University of Colorado.

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- *David Rattray*

David Rattray is the President and Executive Director of UNITE-LA-the School-to-Career Partnership of Los Angeles. Since 1988, he has lead this group in building business and educational partnerships toward a goal improving the academic achievement and enthusiasm for learning for all Los Angeles students. Prior to working with UNITE-LA, he spent over 20 years in the foodservice distribution industry. Mr. Rattray received his MBA from the University of Southern California.

- *Katherine Townsend*

Since 1992, Dr. Katherine Townsend has served as Director of nursing at El Camino Community College in Torrance, CA. She has been a nurse educator for over 35 years. Her primary focus has been the preparation of students entering the nursing program and meeting the needs of the culturally diverse student population through innovative strategies that assist in their college success. Ms. Townsend holds a BS and MS from the University of California, Los Angeles.

- *Marilyn Uvero-Overby, M.S.N., R.N.*

Marilyn Uvero-Overby, a registered nurse, is Dean of the St. Francis Career College. Under her leadership, St. Francis Career College received a 5-year institution-wide accreditation from the Accrediting Commission on Career Schools and Colleges of Technology. She earned her Masters in Nursing Education and is currently finishing her Doctoral Practicum reports for a Doctoral degree in Higher Education.

- *Jan Vogel*

For the past 20 years, Mr. Jan Vogel has served as Executive Director of the South Bay Workforce Investment Board. Under his leadership, the South Bay WIB has taken a leading role in the development of job training services not only within Los Angeles County, but throughout Southern California.

- *Linda J. Wong*

Linda J. Wong is the Director of the Los Angeles Manufacturing Networks Initiative, where she organizes small and mid-sized manufacturing firms into industry networks. The goal of the network is to strengthen the region's industrial base and provide jobs for local residents. Prior to this position, she was affiliated with Rebuild LA, initially as Co-Chair and later as General Counsel and Chief Financial Officer. Ms. Wong received her BA and law degree from the University of Southern California.

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"The New Economy: The Role of the Community College"

Assembly Select Committee Community Colleges/ School to Career

Hearing #1

August 15, 2001

Los Angeles Southwest College
1600 W. Imperial Hwy.
Los Angeles, California
9:30 a.m.

MR. HORTON: The committee will come to order. Good morning, everyone. For those of you who I have not had an opportunity to meet, my name is Jerome Horton. I am Assembly Member for the 51AD chair of this Select Committee, Select Committee on Community College and School to Career. I want to thank you all this morning for coming. As many of you know, the community colleges is an important part of the educational system. And your involvement is even more important and your continued involvement today and in the months and years to come I believe will make a significant difference in the future of community colleges. So I certainly appreciate you coming. Today we have the honor to be at this wonderful campus. This is actually my first revisit back to the campus in about a few months. And I am really pleased to see all the improvements that have taken place. The most satisfying to me is the fact that the community college is now under the leadership of Dr. Levy, a very talented individual who comes to us by way of community involvement in this area, was very active in the Inglewood community for a number of years, and her skills and talents will lead us into the future to make this school one of the prominent schools in the South Bay. With that I would like Dr. Levy, I have asked Dr. Levy to speak to you for a second and welcome you to her college.

DR. LEVY: Gee, with that introduction, you see I have a lot of work ahead of me. Let me respond to one piece of what he said that he likes to acknowledge all of the improvements. And my response to you is you ain't see nothing yet in terms of where we are going not only with how the community responded with the bond issue but with the internal things that we will be doing in terms of making this a better and more viable institution in the community. As he's correct, my name is Audre Levy. I am the new president here. I have been here since August 1st. Did I tell you how many days I have been here? So I am still new. And often I still like to say when people ask me questions, "I am new," so you can understand that I still am. But I come to you with a sincere dedication not only in education, having worked in many segments of education not only here in the community but across the nation, but also my desire to help make this institution even more prominent and even more viable institution than it already is. I think we have such potential and that was why when the opportunity came to apply that I looked at this institution. I welcome you here and I want to be part of the dialogue not only now but in the future. If any of you have any questions or concerns or would like to be a part of L.A. Southwest's future, please feel free to contact me or any of the staff and we will happily oblige. Welcome, and I am sure you will find your time here today well spent. And I look forward to having more partnerships with you. Thank you.

MR. HORTON: Thank you, Dr. Levy. I am also honored to have with me two of my colleagues from the State Assembly. I would ask that they if they have any introductory comments for them to introduce themselves at this time.

MS. DAUCHER: I am Lynn Daucher, and I represent the 72nd Assembly District, which is in northern Orange County, Fullerton College is within my district. And it just happens that I had breakfast with the president of Fullerton College yesterday, so I am very involved in community colleges. I am a former school board member and very supportive of education. And I have the pleasure of sitting right in front of Jerome on the assembly floor, so he and I get to discuss a lot of issues together. And I am pleased to be here today. Thank you for having me.

MR. HORTON: They can hear you, Paul.

MR. KORETZ: My name is Paul Koretz. I am the member of the assembly representing the West L.A., West Hollywood area, and also some of the Valley, Sherman Oaks, Studio City. My district actually doesn't have any community colleges within it, but we are surrounded by community colleges and many folks in my district attend. I am very concerned about schools to career. I think we have a real problem particularly in the greater L.A. area in that I think we have great wealth and great poverty and not enough middle class jobs. And at the same time, you have a great opportunity at the high school level and the college level with schools to career. And you have some middle class careers out there that are going begging. If you look at nursing, for instance, we actually have a crisis, an absolute critical shortage of nurses. And yet we are not taking the great opportunity to train them at the community college level that we could be. It's certainly true for the more technical careers as well. So I think it's so far been a missed opportunity. I think people are beginning to see that this is a great opportunity and beginning to focus on schools to career. The legislature had a little bit of that focus through the budget process, both the assembly and senate put in some money for school to career. Unfortunately in this terrible budget year, late in the process that got removed somehow. But I think we need to focus more, there needs to be more of an effort at the high school level, at the community college level and more of an effort by the legislature to support that. So I am here to hear about how we can do that and what progress is made and what we can do to help. Thank you.

MR. HORTON: I would also like to acknowledge that Assemblywoman Pat Wiggins and vice chair of the committee Carol Liu will be joining us at a later date. And to just share a couple things about my colleagues that are here that they left out, Assemblymember Koretz is the chair of the Austin committee, the labor committee for the state assembly. And I think that will play, his role will play an important role in community college. Assemblywoman Daucher is on the select, I mean the subcommittee, education subcommittee and was very supportive in both community colleges and the career to work process. So they can be very instrumental in continuing this dialogue, if you will, about empowering community colleges and the importance of community colleges. When the speaker asked me to chair community colleges, I was very honored to do so. He himself is excited about the possibilities. It has its limitations, but he's extremely excited, extremely supportive of the community college process and wants to do what he can in order to help. As many of you know, there are, this year it was like a whirlwind. There were so many different things. We were thrown into a situation where they said you have to hit the ground running. But this year you have to bring your skates, because running just wasn't sufficient in order to keep up with the pace that we were traveling. And I extent to you an apology about the budgetary process. We had hoped to get more funding for community colleges. We certainly put forth the effort, the individual effort, and we are hopeful that this, these types of hearings will begin to culminate into a group effort to address the issues and concerns that community colleges, career to work and school to career that we have. With that, my staff has prepared a long speech for me. I am going to cut that short and ask that the first panel come forth and welcome to the stage if you will, Dr. Victoria Morrow. She is the Vice Chancellor for Educational Services and Economic Development; and Ms. Tracie Marquez, she is the Statewide Student Senate and Cal State SACC President. Mr. Barry Brewer who is the Deputy Director for the State of California Employment Development Department, his children took ill this morning and is not able to be with us. And, however, he sends his regrets and looks forward to working with us in the future. I would like to ask that the committee reserve their questions until the panel has had an opportunity to make their presentation. And then we will open it up for questions from the committee members.

DR. MORROW: Did you want to take Vice Chancellor Cabaldon introductory remarks before I begin or would you like to hear from him later?

MR. HORTON: Why don't we do that. Why don't we hear from the Vice Chancellor first to give us an overview of this community hearing. My apologies, sir.

MR. CABALDON: Thank you, Mr. Chairman and members of the committee. I do want to also on behalf of the Chancellor and Board of Governors extend our welcome to President Levy. We are very excited about what the expertise and vision and the energy that she's bringing to L.A. Southwest College. This is a homecoming for me too. I used to work for the legislature at the assembly higher education committee back when this campus was just -- the administration building was a bunch of temporary facilities. And it has changed dramatically in the last eight years, thanks to a lot of dedicated leadership by the legislative delegation representing L.A. Southwest. I also want to commend you, Mr. Chairman, and Ms. Daucher for your leadership in the Assembly budget subcommittee. It was the best budget that the community colleges had seen proposed in a long time. So we will be back, when you return next week, we have some proposals on nursing and preferred maintenance and instructional equipment that we hope you will be as open to as well, but we really appreciate the leadership and commitment that you brought to that subcommittee. I also want to introduce Julie Kornstein who is a member of the Board of Governors and a member of the Board of Education here in the Los Angeles Unified School District. She's here to signal how critically important the Board of Governors sees work force development and the priority that it's placed in this area.

MR. HORTON: How about a real welcome for Julie. Thanks so very much. I just want to tell you guys Julie called up and she went out and bought a box of blue pencils and broke them off.

MR. CABALDON: Mr. Chairman, too often in public policy at the state and federal levels policy gets rooted in myths about work force development and community colleges. We have all heard the rap. Some people say that educators are slow to adapt. We are slow to recognize changes in society and in the economy. We are slow to embrace new approaches. They think our curriculum is engraved on stone tablets and it's taught by faculty who were tenured decades ago and have lost any touch with the work force or today's economy. We teach woodshop while the real work force development goes on in California is happening in proprietary trade schools, corporate universities, community based job training programs or it's not happening at all. That is one of the raps. The other rap is that by those who look back at their own careers and see only a world where people transfer to four-year universities, where the only pathway into the work force is a baccalaureate or a graduate degree. And they measure the success of community colleges by one indicator, how many students transfer to a four-year institution. They see our vocational programs just as an afterthought, a consolation prize for those who didn't make it along the path that they took. Now, if you believed either of these myths, Mr. Chairman, we wouldn't be here today and this select committee would not exist. You and your colleagues understand very clearly the important role that community colleges play in work force development and even greater contribution that we can provide to the State of California if we dramatically increase our focus and our investment. We have two and a half million students each year in the community colleges. We are the largest system of higher education in the world. And we are California's largest provider for work force development, but most of our students come to us for basic literacy and for work force development, not for transfer. And at any given time, one out of every 14 incumbent workers in California, one out of every 14 is learning or upgrading their skills at a community college. We offer a large scale training in every potential career ladder pathway that exists in California. We are the biggest, but we are also the most localized system of training and education with 108 colleges and hundreds of storefront campuses and work site centers in every corner and nook and cranny of California, led by elected officials and local educators that are accountable regionally. We are so localized that we are accessible to every Californian. And we are available for partnerships with every employer in every industry. We are universal and ubiquitous, but also sensitive to the regional opportunities and the special developmental needs of some of emerging industrial clusters. Our accessibility isn't just about geography. We also about affordability. We charge $11 per unit each semester and our fee waivers for lower income Californians mean that a third of community college students pay nothing at all. And for that low price of $11 or zero, a students gets the best trained instructors in the California work force development network and an array of supportive services like assessment, tutoring, child care, career counseling, that maximizes the payoff to California and to the individual from our teaching and our training. We offer a diverse set of integrated missions that provide the full range of work force development, basic education and literacy, numeracy, short-term customized training for specific employers, vocational training for full careers and really importantly the broad education that is needed for economic self-sufficiently over the long run and for productive citizenship. If you come here to L.A. Southwest College to learn English, you might leave with a highly sought after skill in digital multi-media production or an associate degree in mathematics. If you come to El Camino College to learn real estate, you may leave and get a baccalaureate in finance at a local state university. No one else offers these broad pathways of opportunity for career and wage progression. We are the natural provider, the only institution that can provide a truly universal gateway, what the speaker calls the classroom of the new economy. The modern community college in California is one of our society's most dynamic and nimble institutions. And our embrace of innovations and economic transformation is no more evident than in our commitment to work force development. In just the past six months the Board of Governors has created a major new initiative designed to strategically to focus our system of 108 colleges on a career ladders approach to work force development. You will hear in a moment from my colleague Vice Chancellor Victoria Morrow about the evolution of that initiative and its importance for California's social and economic development. And then you will hear later today from just a few of the many innovators and partners in our system. Mr. Chairman, on behalf of the community college system, I want to thank you and your colleagues for you leadership in assembling this committee and convening these series of hearings. We know you are going to be excited about the expanded and extended contribution our system can make to California workshop at a time when a strategic vision and the infrastructure and funding basis to give live to that vision has never been more critical. Thank you, Mr. Chairman.

MR. HORTON: Thank you.

DR. MORROW: Excuse me. I will go over to the --

MR. HORTON: Is it possible to have the lights dimmed a little bit for the Power Point presentation?

DR. MORROW: Thank you very much, Chairman Horton. I can't emphasize enough how excited we are to have your interest and the interest of other members of the legislature. And I think Christopher Cabaldon has set the context for what I would like to talk to you about briefly very, very effectively. He mentioned that the board is just launching a new initiative in work force development. I want to tell you a little bit about that initiative, what the Board of Governors is seeking to achieve with it. All right. Got to point this thing at the right spot. Okay. What I would like to do is give you a very -- well, I am going to skip over the quick schedule of the community colleges. Christopher has covered that very sufficiently for me. A little history of the board's initiative, a little bit about the substance of it and what is going to happen next. That is, Christopher just told you that. The Board of Governors as you may know has many, many relatively new members. And they set themselves a task at the beginning of this year a focus on these six areas, one of which is work force preparation and economic development, but all of them as a group have to do with helping our system to be the best that it can be and also helping the residents of our state and members of our legislature to understand what our system is actually doing. The board developed this work force development initiative in a very particular mindful way. They wanted to go about it with a lot of involvement from our field and a lot of involvement from people who are outside of the community colleges. You heard Christopher Cabaldon talking about this sort of old fashioned perception of what our system is and what it does. And The board wanted to help overturn that perspective and ensure that this initiative was built on a lot of consultation with people who are outside our system looking in to guarantee that it's well grounded and what the state needs today. They held a study session in late March that examined the work that the colleges are doing now and examined potential future directions. They began a process of consultation with the 108 colleges, the folks out there, that we developed a draft of the paper that you now have in your hand. It was subjected to a public hearing in late April actually down here in this district at West L.A. College. And then in July they adopted the framing document that has been provided to the members, a career ladders approach to work force development. Part of that initiative you will have seen is oriented toward budget, but part of the message I would like to deliver is that it's not just about budget. It's about our systems approach in a whole range of ways. And it's about using the resources that we already have as well. First of all, a little bit about why career ladders, why that focus. We know that the new economy has some characteristics that are particular and different. First of all, the link between education and earnings has never been stronger than it is today. We know that job tenure is very short, tremendous turnover in jobs, people move from one to another. We know that employers in high skill sectors are in a constant struggle to find good workers and to keep good workers and we know that for individual workers in the work force that the key for them to have mobility, to have the opportunity for wage progression is portable skills and flexibility. The members of the legislature I know have a tremendous interest in the whole welfare to work issue, how is it playing out. You are probably fully aware that there has been a huge increase in the number of working poor in our state. And simultaneously we are seeing more and more of a return to the welfare rolls of people who had at one point left the rolls. And, finally, we face a challenge in our state of post employment skills upgrade training that lots and lots of people need. Getting a job is not the end of the line. Continuing to move up, continuing to develop skills, that is also part of what people need. I want to exploit a brief quote here from Norton Grubb from the University of California at Berkeley from his "Learning to work, the case for reintegrating job training and education." "Virtually the only way to get low income individuals out of poverty or off welfare is to get them into educational programs like the certificate and associate degree programs at community colleges that have prospects for enhancing earnings." Now why career ladders? What our Board of Governors means by a career ladder is a well-articulated, integrated chain of opportunity for an individual that can take them from wherever they are in terms of their preparation and help them move up. Here are some characteristics of what a really good career ladder structure looks like. First of all, it's aimed at high wage, high growth sectors of our economy. And you heard Member Koretz earlier talking about one particular sector, the health sector and nursing in specific. There are other high demand sectors in our economy as well. Second of all, a career ladders approach needs to provide a full spectrum of education and training. And that means training for the person who is new to our state, new to our country, an immigrant, the person fresh out of high school, the reentry adult, the person that is seeking to upgrade their skills in the job in which they are, the person returning from a four-year education to change careers and so on, the whole picture. It means that we need to provide in a really robust careers ladders approach a whole variety of training and education opportunities, that we need to have academic training and occupational training well integrated. None of our students be they self-identified as transfer students or as vocational students is not going to be working. So everything we are teaching students needs to knit together their academic preparation with their occupational preparation. We need to provide lots and lots of opportunities for work and learning to happen in the same place. And of course the school to career initiative is a wonderful example of how that can be done. And, finally, career ladders means lifelong education and training. I mentioned earlier the turnover, the three-year tenure in jobs. That means we are all on a constant lifelong career ladder. The board's framing document identifies what they believe are some key operating principles for the state's entire work force development system, and not just us, not just the community colleges, but really some principles that ought to apply to the who array of agencies and entities and organizations, educational institutions that provide career training. It should be founded on career ladders for openers. It should be universal and that means for everyone, not just for the low skilled worker, not just for the second chance individual, not just for the recent high school graduate, but really the whole work force which includes everybody in this room. It should be regional oriented because our labor markets are regionally oriented. It clearly needs to be linked to employer demands. They are the ones that know what they need in terms of skills and employees. It needs to be collaborative among educational institutions, between educational institutions and other organizations. And it needs to be based on a coordinated use of resources. It's clear and the recent story of our states budget does nothing but make it clearer that to get done what we all know needs to get done in terms of education and training, we are going to have to maximize every bit of resource we have. This career ladders initiative is seeking to do that. There are some partners that I want to identify in that work force development system. Obviously employers and economic development agencies, they are the ones that know what the labor market demands are, they are the ones that can recommend training standards to educational institutions. There are a number of work force development agencies that are really the gateway for lots and lots of people into the work force development system. And those entities provide all sorts of resources to help new entrance into the work force find their way. Community and local organizations can be a referral source. Lots of colleges are using them as training sites. They can help provide a critical support structure for lots of people who are seeking training. And, finally, the community college you heard of, you heard a ringing endorsement of what our system can provide to the state in terms of training from Christopher a moment ago. Here is just a very quick list. I think he did such a good job of hitting all those issues, I won't reiterate them here. But you know that we are huge, that we are everywhere, that we are tremendously accessible in all sorts of ways, and we are really committed to a quality education for all of our students. There are some challenges we face. If there is anything that is true about our colleges I think it's that they are tremendously various. They are various in terms of the resources they have. The particular challenges they face. Many of them are trying to do a very, very difficult job with tremendously limited resources. So somehow the board wants for us to find a way to help colleges build their capacity to be even more responsive to local business and industry, to be more at the state of the art, to knit together academic and vocational education better than we ever have done. They want to be sure that our faculty have a constant access to professional development to stay at the state of the art. They want to encourage the establishment of better regional connections between colleges and other players and particularly with employers. So all of that by way of background. Now, so what is the board recommending? Five things. Now I am going to hit these very, very concisely. The list is here. I will go into the details. I am not going to spend time walking through the list. I want to save your time. First of all, our board is interested in how they put out the money they already have under their control, as well as new resources that we will be seeking from a variety of places including, of course, the state. The board wants to see the money it directs towards this initiative targeted in a very particular way, toward efforts that are based on career ladders, linked to the regional economy and to high wage, high demand sectors, aimed toward the broad entire spectrum of our students, developed in collaboration with employers, in other words, not in isolation, developed in collaboration with Work Force Investment Boards and other agencies that have an interest in these same issues and a commitment to forward motion on those same issues. Efforts that are based on integrating the resources that the community colleges have within their purview already. We have, as you know, a huge economic development program. We have access to some federal vocational technical educational resources, ETEA, Cal Works Resources and some others. And they want to see our career ladders efforts developed with robust institutional discussion including engagement of academic senate participants so we are confident the curriculum is of the highest quality. So that is issue No. 1, how does the board's money go out and how is it targeted. Second of all, they are interested in ensuring that our colleges have access to a level of technical assistance beyond what we are currently able to provide in the chancellor's office. You may know that the community college chancellor's office is very, very tiny state agency. And they want to find a way to ramp up the level of support that we can give to our field. That means helping colleges with planning efforts, with program development efforts, with implementation of career ladders efforts. So our capacity needs to be greater than it is. And, in fact, there is already a discussion between members of our board and some private foundations about the possibility of assistance with funding that technical assistance effort. Those technical assistance teams that we would seek to develop with that foundation assistance would help colleges know about best practices, proliferate the best practices that are already in place, identify new opportunities for regional collaboration and so on. Third, the board is interested in performance measures for what our system does. And they have identified some criteria for those performance measures. First of all, their driving focus is systemwide approach to career ladders. I mentioned earlier that there was a hearing in March in which the board heard about lots and lots of wonderful practices that are already in place in particular colleges. And they were concerned that the best that we know how to do is not happening everywhere, and sometimes that is because it can't be afforded everywhere. Sometimes it's because people need to be taught by others who have already figured out some of the answers, so they want to support a systemwide strengthening of our career ladders efforts. They want to build on the data that we already have. We have some very robust data already developed in relation to federal Voc. Ed., funding ETA, and the Work Force Investment Act. So we want to the extent possible build on those data, not generate a whole bunch of new data and be able to measure how our system is doing, in terms of individual students, in terms of individual colleges, and then the system as a whole, how are we doing, how are we improving. Fourth, the board wants to create an innovation fund. And this is the part of the initiative that would involve our working with the legislature to fund this new initiative. And of course we are all fully cognizant of the context that we are in from the budget point of view. That innovation fund would help colleges develop regional career ladders initiatives. It would help build their overall capacity so they are staffed to do this collaborative work. It would help establish statewide prototype career ladders as models. And, again, it would build on those key operating principles I mentioned to you earlier. The idea that career ladders should be universal, regional, linked to employer demands, developed collaboratively and involving coordinated use of resources. There is more detail in the handout that I provided to you and in the paper about the components of that innovation fund. I would be happy to talk about those if that would be of interest to the members today, but I think that is probably not the best use of your time right this minute. The fifth part of the board's framing document involves interagency collaboration. And I want to mention a couple of things in particular. You may know that the Employment Development Department and Employment Training Panel have already launched a small career ladders project in which some ETP resources have been set aside targeted to career ladders. We are working closely with EDD to help bring community colleges into that effort. As I mentioned before, we are already working with foundations that have an interest in this career ladders work. We want to identify ways that we can help colleges connect more effectively with county welfare departments and the welfare oriented resources that they have that can also help move this work forward. A little bit briefly about next steps in time line. The board has adopted this framing document that you have. We are beginning implementation already in every single category of the initiative that we can, without waiting on the possibility of additional funding from the state. The board is beginning to consider right now the resources that it has already under its control and directing some of those funds to help move this initiative forward. As I mentioned the consultation with foundations, we will be doing the performance measures work during this year. And then in September, the board will act on our system budget proposal for next year. That is an incredibly speedy and concise I hope briefing on the board's initiative. (Applause.)

MR. HORTON: Thank you, Dr. Morrow. It's very, very exciting to see this new initiative on the part of the board. We have often asked for community college to begin to look outside of the box and to be creative in their approach to addressing the problems of the State of California. As many of you know, the State of California is the fifth largest economy in the world. Yet still we have an increasing number of poor that has been articulated. And we import more skilled workers than ever before. We are bringing people from all over the world to come to the State of California to work and to take some of these technical jobs. And most economists and historians will tell you that that is a sign of internal destruction that the economy cannot sustain itself by doing those things. We must build up our educational system from within. And I am one that is very pleased to see this career ladder concept because it seems to be addressing those issues. I just wanted to make that statement before we go on to our next presenter. Madam.

MS. MARQUEZ: Good afternoon, I am, my name is Tracie Marquez. I am the president for Cal Tech, the statewide student senate. I am the product of community colleges. The fact that I am here is a great attribute to the fact that what I have learned from being a student. I didn't graduate from high school. I am a single parent, I have two children, and was never really on the path to community colleges. When you talk about the budget and the economy, you know, I have lived that. Students like me have lived that for the fact that every time there is a cut in the budget or the economy goes up or down, we are kind of sitting there waiting to see how it's going to affect us and in what way. I have been a Cal Works recipient, so I know exactly how this would affect us. We are talking about ladders here and with Cal Works what we have been having to work with is more of like a step stool. We need a ladder. We need a way to get out of where we are at. The reason we are at, the reason where we are is because of lack of education, lack of training, maybe sometimes poor choices on our side. But many times it's because of lack of resources. We talked, there was talked about a time line. Many students who are Cal Works students base time line is 18 months and 24 months. And for that to realistically be a training period for someone, it's not affective. You need to be able to progress and to move up the ladder to get out of poverty. We are seeing many students who are going back into the world. And as the economy turns down, we are the first people to go. We are the ones that don't have the training and don't have the needs -- we have the needs. We don't have the ability to get the training. I was at a conference this past weekend of student trustees, and the question was asked of the students in the room who are mainly as presidents and student trustees on how many people were transferring and almost the whole room raised their hand, but then when it was brought to our attention that this small group, maybe that is the possibility because those students have chosen that path. In all reality, it's only about 30 percent of the students who are actually planning on transferring. We represent such a huge population that is in the work force and needs the ability to progress. The career ladders program, work force program also takes away some of the stigma that many of the students face when they are a Cal Works or a returning student like that because of the fact that everything is always when it's directed as a Cal Works student, you have to go in here. You have to do this. This would give, this is a systemwide program where everyone is available to everyone. It doesn't pinpoint a certain or a specific type of student. It pinpoints every student, returning students, people who are just looking to increase their technical skills to move up the ladder in the job force. I have heard someone say that, you know, you need to be able to make a living, you need to be able to go could work. And maybe not just going to a UC or a CSU is a goal. You need to be able to take care of your family. And that is all true, but you need to be able to do that at a livable wage. And that is what many of us face is what I have seen from the Cal Works and work force theory is you go out, you get a job. You get trained in a minimal skill just to get you a job. And that is what got us to where we are in the first place, just having minimal skills, not having the education. And for some that is even just the ability to work in an office environment, to relate to other people, to be able to know basic math, basic reading skills. I had a gentleman come into school. I work in financial aid. And he was a tenth grade dropout from Compton College and he was trying to come back to community college. He had a fifth grade reading level. Now he's trying to get financial aid. You have to take an ability to benefit test to get financial aid. He can't even financially get help to come back to school and he's trying. So many of these opportunities need to be expanded for students like that. People need to be able to get back in. And a ladder is a perfect way to do it. They come in with basic skills, but they know that they can move up that ladder, and they can progress to the point where they can take care of their family. They can support their family. The theory of grow your own, we kind of have that in the leadership, but we need to see that more in the economy. Like Assemblyman Horton spoke about how we are bringing people from outside of California to fill the jobs. We need to -- we have the people here. They just need the chance and the ability to do it. I have seen how much -- I came back to school because I knew that the economy was changing. And I've been back at school for a little while. It's taking me a lot longer with two kids to raise, but I have known that it's changing. And I have known that going around without, going to school with less than a high school education wasn't going to get me very far. I did it. I went out into the work force. I went and I learned how to do hair. And I didn't have any kind of benefits. I didn't have any kind of insurance. I didn't have child care. I wasn't going to go anywhere real fast unless I put in 14 hours a day. So I went back to school. Now my choices and my ranges are huge. You know, I mean I'm even shooting to go to USC next here and that is something I never thought I would do. It's time that everyone else sees that it's not going to work that way, that community college is the perfect place for a system like this to work. And we don't need just another training program. What we need is a system that is going to allow us to move up the ladder. It's imperative. It's a scary thing. It scares me. It scares me that once I am done with what I am doing, I've got to get out there. Those, the rest of the people who are on welfare coming off the rolls that way, it's a scary thing. I have made some poor choices in my life. And I didn't finish school. There are other people that just didn't even have that choice to finish school. And now they have got to come back and they have time limits on how long they can get help. And when those time limits are over, there is people who are really afraid of what is going to happen. How are they going to support themselves and if the economy does take a downturn and they have that low paying job, they are the first ones to go and where do they go then? Where are they going to go? So it's imperative that they get this training. It's imperative that we have a system like this to ensure that we are not going to all stay on that level. Some of the things that we need to be sure of is that we have support services for those students who do go through this, child care, counseling, transportation. And we are talking about alternate forms of education. We are talking about Saturday class, Sunday classes, evening classes. As it is, there is many community colleges that need counselors at night, child care, transportation for students who don't have it. These are things that we are concerned about when you implement a program like that that these needs are also assessed. Basically that is it.

MR. HORTON: Thank you very much, Ms. Marquez. Members, are there any questions? I have to step away just for a second to do a quick interview. I will be back and turn it over to assemblyman, Mr. Koretz, the Chair.

MR. KORETZ: Thank you. I have a couple questions. One of my perceptions has been for a long time that there are certain programs that may be very valuable, but may be a little more costly. And sometimes we shy away from those even though they would provide tremendous career opportunities. Is there more that we could be doing to work with employers to get them to help fund some of these programs to provide the work force members that they need? I mean we are looking at, again, nursing happens to be an issue I have looked at more closely. We are looking at importing people not only from out of the area or out of the state, but out of the country to fulfill a tremendous need. At the same time, it would seem it would be a lot easier to get employers in the health care industry to kick in and help provide some of the training and some of the funding and expand the local programs. And that would be true in a number of areas.

DR. MORROW: Really good question. Thanks for giving me the opening that that question does. I think the short answer is yes, that the links with the private sector are critical. And a number of colleges have forged very, very robust collaborative efforts with business partners, sometimes in the case of heath care, in the case of nursing, but also in lots of other disciplines. The trick is this. Programs that are expensive to run are so because of several different factors. I will use nursing as an example just because it's so easy to talk about. And it is so clear. To run a nursing program means you have to confront a very low student to teacher ratio relative to other programs. It means that you have some special facilities needs and equipment needs. It means you have some special supplies needs. It means that you have got staffing needs for coordination because even in the simplest instance, there is going to be a need to link with local hospitals in order to provide facilities in which students can do their clinical work. So that is just a quick sketch. I am sure if there are any nurses in the audience, they are going that she's forgetting this, this, and this. You get the picture. All right. If a college gets into an arrangement with a hospital to help with some of that, and the very best partnerships in this example are ones in which a college says okay, we are going to help you with your ratio. We are going to fund a full-time faculty member. That is a very expensive proposition for a hospital to take on, No. 1. No. 2, what the college needs is ongoing help. Lots and lots of partnerships provide a quick shot in the arm, a great piece of equipment, but it will be out of date in a few years, or some supplies that are really wonderful in terms of helping out a specific program, but when that slug of extra supplies is used up, then it's back to square one again. So part of what it takes to create the kind of arrangements that you are foreseeing in your question is a sufficient level of staffing at the college to go out and make those connections and keep those connections on an ongoing basis. Nothing drives college presidents crazier than a great thing that is a short-term thing, gets everybody, gets everybody's hopes up, raises the expectations, but if the money isn't continuing money, then those expectations are sure to be disappointed and soon. So I think in the long view, part of the answer is going to have to be more and more connections within colleges and business and industry. And what I think colleges need to make that happen is helping with staffing to forge that and keep it rolling. And it will not be solvable solely on the backs of those partnerships.

MR. KORETZ: Now, I have one other question in a somewhat similar vain. It may be a misperception, but my image of community colleges is generally a place where you can learn related skills to industry that you want to go in, but you may be held back by the fact that you may be learning it on outdated equipment. If you learned computer skills that because of the cost of the equipment, you may be learning on hardware or software that is a few years outdated or in broadcasting or other related fields. I don't know how much that is still the reality. But my perception is at least at one point that was the reality, and may well still be.

DR. MORROW: I know that that is a common perception. And I think it's fair to say that every single college is struggling to keep all of their programs at the state of the art and is not able to do it across their entire curriculum in an even way. The challenge they are facing now particularly with computer related equipment and of course that kind of equipment goes into many, many disciplines beyond the straightforward information technology related disciplines, but the challenge with computer related equipment is the currency, that that equipment goes out of date so quickly. Software changes, the equipment needs to be up dated to handle the new software. So even a college which right this minute is at the state of the art is not going to be at the state of the art in three years, unless somehow there is either the college offers less of those higher cost programs or the state is able to put a higher level of resource into that currency problem. It's a challenge. It's a challenge. And colleges all across the state are wrestling with that challenge. Some are getting help from business and industry to stay at the state of the art. If I had to say how current are we across the system, across all programs, I probably couldn't. I can't give you a number. All I know is it's a challenge. I think we are doing an incredible job in the face of tight resources, but it's very, very serious challenge.

MR. KORETZ: Is that something the Board of Governors is focused on.

DR. MORROW: Very much so. Let me just point to one specific example. The board set us a task, the staff a task a few years back of approaching the technology issue particularly the computer related technology issue in a very thorough going and systematic way. They said develop for us a technology plan that will let our system get to and stay at the state of the art in computer related technology in an ongoing way. We developed that plan with expert advice from outside our system. We developed what we call the total cost of ownership model that looks at not just what does it cost to buy a box and maybe a keyboard, but what does it cost to keep that piece of equipment current, equip it with software, provide technical support behind it to keep it running, provide instructional support in front of it to be sure it's fully exploited in the classroom. That total cost of ownership model we believe is probably a model what we need to used. I'm thinking about most of the equipment that we buy. It costs more than just the thing itself. The board got that plan. They adopted it and it was on a fast track to get some funding just at the point that our state ran into a brick wall called the energy crisis and a turnaround in the economy. So our board is wrestling with everything they have to confront these issues, but they are very, very tough issues and getting tougher now I'm sure.

MR. CABALDON: If I might add two other areas, Mr. Koretz, the first is we have to make regular investments. The board recognizes that. That is one of the reasons the 49 million dollars for instructional equipment is so important. It doesn't sound very exciting, but it really is the investment in computers and lab equipment and other sorts of things that are so critical to maintain that currency. The other is the aspect of the career ladders approach which builds on a lot of work that last been going on in our system. Generally that is the focus on a regional approach to work force development. We know we can't afford to mount state of the art digital multi-media programs at every college in the Los Angeles basin, or state of the art broadcasting or state of the art high tech in garment manufacturing. It's going to require, it requires that colleges develop specialties within regions so that they can focus the limited resources they have on maintaining currency in some, in a few high quality programs rather than trying to mount them across the board in every discipline.

MS. DAUCHER: Just a comment about your grant program, first of all. I am familiar and I wish I were more familiar at the moment, but there was some grant that was turned down by a district in Orange County having to do with technology and a partnership with business. Are you familiar with that?

DR. MORROW: Yes, I am.

MS. DAUCHER: When I questioned the Fullerton folks as to what had gone on there, their take on it was that the grant was not workable. It didn't provide enough money, it would have cost too much either matching funds or something whereby they passed on it. Fullerton passed on it. And the other community colleges district did. So a caution you can relate to your board that, you know, in tough times community colleges don't have a lot of extra money to throw in. And so if they are going to have all these matching programs, you know, it's going to be at the expense of something and that is really very foolhardy in terms of what you are trying to accomplish. And, you know, maybe the very rich schools will be able to do it, but the other schools won't. So they need to be realistic in how they set up the money, otherwise no one is going to bite on it as that is what happened. I don't know if anyone took this grant I am talking about or not. But it sounded wonderful on paper, but it really wasn't. From our perspective, the legislative perspective, Assemblymember Horton and I do sit on a committee where we get to talk about accountability a lot. How will we know what measures should we look to know if you are succeeding in this career ladder approach?

DR. MORROW: Well, actually that was what I was referring to when I said during this year 01-02, we are going to be develop what those measures would be. And we want the measures to give, to provide information so that members of our board or members of the legislature could assess the effectiveness of the career ladders initiative at the individual student level, at the level of how our particular college is doing, and at the level of our system as a whole, how is it doing. What I can tell you today is it's very, very likely that in terms of the individual student data, we will want to build on information we have today concerning vocational students who complete certificates and degrees. We are able to track those students after they leave our system and go into employment in terms of their wages. And we know already from some prior research that students that have a community college certificate or degree, whether you look at them at one year out, two years out or three years out, do significantly better in terms of wages than comparable people who don't have those credentials. So those are the kinds of data we would use for assessing individuals. The development of measures that would make sense across colleges and that would look at the development of ladders, that is what going to be more complicated to design, and that we are talking about this year.

MS. DAUCHER: That so they are in works so to speak --

DR. MORROW: Yes.

MS. DAUCHER: -- in progress. Just to look at the accountability on transfer, I mean you need to be very careful about the measures that you set up --

DR. MORROW: Yes.

MS. DAUCHER: -- because we have all got involved in this transfer issue forgetting entirely that students do self-select and older students have families. They want the career ladder immediate, help may work into something later. But we need to have realistic -- we need to know realistically, you know, what the split is. I mean, you know, we know all students aren't going to transfer. And I would assume that it would vary at various colleges.

DR. MORROW: Yes, absolutely.

MS. DAUCHER: Depending on their location and what the needs are. But somehow we need to be given some help in terms of what is realistic, what isn't. What we all want to have high expectations, what does that look like, and how do we measure that at different universities. Those would be some very helpful.

DR. MORROW: Very good advice. Thank you.

MS. DAUCHER: And, finally, in my conversation yesterday with the folks from Fullerton College, we were talking about that their frustration in this area with the number of students who come in without adequate math skills and how, where is the appropriate place for a student and you referred to one, Tracie, who had a fifth grade reading level, where is the best place for the students who need that kind of help to go? I know there is adult education, which in my school district included a lot of things and was at night. Community college, you know, I know that the Cal State system now is going to be having, Assemblymember Horton and I heard that they are going to be given a year to do remedial and if they don't do remedial, then those students, I don't want to say dumped, but they are going to go to the community college. The question is where is the best place for those students who need that kind of help to go? And is it the community college or is it somewhere else or do we need to put or do we need to think of something new?

DR. MORROW: We are a big state and tremendously various in how these things are delivered. In some districts the noncredit or adult ed. programs are all delivered by the community college. In other districts, they are delivered, there is an adult ed. program and then there is a separate community college program that is noncredit. And in some districts everything is done by the K-12 system. So my answer, and I say this not just because I am vice chancellor of the California college, my answer is go see a counselor at community college. And they can help you where you are located sort through what your options are. There is variation in terms of when things are offered, what they cost, where a student is, but the college can help route an individual to the best resources.

MS. DAUCHER: Well, that brings me to funding then.

DR. MORROW: Yes.

MS. DAUCHER: Because if, you know, if one place it's the community college and they get funded on this basis and another place it's something under the K-12 and they get funded on another basis, then one has got to be better than the other. I don't know which it is, but we may not be optimizing our funding if it's as haphazard as it is. Question?

MS. MARQUEZ: I just want to say that when a student comes into the community college system even if they have a fifth grade reading level, the world what is open to them there is expanded. Now if they come in, what we need to understand is that there are students coming to us this way and that we need to understand that maybe the funding is there for the student to go there, to the college but also the funding to the student to be able to stay and go to the college, to get just to even get to the level of where you are supposed to come in to community college. When they are below that level and they can't financially support themselves and they can't get funding through the community college because they are not at that level, that is something that needs to be looked at. But I would say the best place to be is a community college because of once you are there, once you are on the campus, I mean we are talking about people that if they have that level of learning, they probably are not, they are probably first generation maybe even coming to college. So they haven't had that natural process you are going to go to college, you are going to grow up, you are going to go to UC in their life. So they don't even, stepping on that campus is hard enough, but once they are there, all the things that they see, well, you know, I can do this, I can go here. That is the best thing. And then their children are going to see that they got through this.

MS. DAUCHER: You make a very good point, very good point for all these services being offered at the community college. And I was just on vacation last weekend, one of the, we go to a place where there are speakers and one of the things that was mentioned was that we talked about low performing schools. Kids do better when the higher the level of education their parents have matters in terms of how kids perform in school. So if we can break through some things on this community college issue we are not only going to be affecting the parents we are going to be affecting a future generation of children.

DR. MORROW: I would like to comment very briefly on the part of your question that focused on the variation and funding for different services that we provide. This is really the boiled down summary of it but essentially today in a rough sense, adult education offered through a K-12 district and noncredit education offered through community college which was essentially the same thing, the things that they can deliver in those two programs are the same. The funding levels are roughly equivalent. Where the gap exist is between in our system the funding that was provided for noncredit as compared with the funding that is provided for credit. And that is a subject of a lot of discussion within our system. And, in fact, it has been a request, a subject of a budget request to close that gap in funding with a program that would be targeted towards work force development and help provide better bridges or better ladders for students from one program to the other.

MS. DAUCHER: Well, you did make a point, though, and I think maybe it's something Assemblymember Horton and I can work on in terms of asking the question of whether the adult education would be, whether the state would be better served in moving that into noncredit areas for community college.

MR. HORTON: Thank you, Assemblymember Daucher. I think she brings up some excellent points. And that is part of the debate that exists in the State of California, is whether or not the remedial training that occurs at the community college level, whether or not that should actually be funded and it should take place at the adult education level. And that is always a concern. I think Marquez indicated, her indication is a very valid point in that part of what is missing in the process of many of the students is the belief that they can actually do these things. They have gone through high school. And they weren't part of that elite 12 percent, if you will, that went on to a four-year institution. In some cases it's as large as 25 percent, but the reality is 75 percent of our students are not going on to a higher four-year institution. And so the question becomes what do we do with that group of students. And if we continue to ignore them, either by not adequately funding the community colleges or not adequately funding the adult schools, then we are creating an ultimate problem that our society is going to have to deal with, with all the ills and so forth. And there just aren't enough prisons to address that. It's evolved to such a level. But one of the things that if you could share with us, one of the things that we try to do in the state legislature is to do what a cost benefit analysis. And sometimes you can't only look at this from a numerical perspective, but you have to look at the human factors as well. And I think it's important that the community colleges begin to do a cost benefit analysis. Why should we fund community college and colleges more. Why, what is it that they are doing. As Christopher alluded to earlier, there is a perception of community colleges that community colleges is the wasteland, is the place where students go when they can't go anywhere else. And this new concept of creating a career path is very, very important to this process. And I think it's important to the economy of the State of California. With that, I ask the question, you spoke earlier Dr. Marrow about an innovation funding. And I took that to mean that funding developed this strategic plan, the action plan on how it's going to be implemented in reference to the Board of Governors initiative on career ladders. How much would it take to do that and what is it, what role can we play as legislators in helping to make that happen?

DR. MORROW: I appreciate that question very much. Thank you. I don't want to say a number right now because that number is being shaped as we speak in our systems budget development process. And until our board takes action on the number, it would just, it would be inappropriate and premature for me to do it. I just want to say to you that they have been crystal clear that whatever number we put forward as a request in our budget proposal for 02-03, that it be very, very well grounded in the most concrete possible information about what it actually costs on the ground to develop these innovations we are talking about, expand career ladders, grow new career ladders, increase the college's ability to deliver programs in high cost areas and so on. So we have developed those cost estimates and are working on them within our system. And once our budget is adopted by our board I will be able to say, Member Horton, here is the number.

MR. HORTON: Would that innovation funding, would that include funding for means in which to quantify the results and study and collect data so that at some point you can redefine, if you will, in the minds of those who think otherwise about community colleges?

DR. MORROW: Yes, it will need to include that. It will need to include that.

MR. HORTON: Ms. Marquez, I too am a product of the community colleges and found it very valuable for me to go to community college. In fact, there was an instructor by the name of Tom O'Connell at El Camino College who sort of pushed me in the right direction I think. So I kind of have an inside sense of the importance of community college, but as a product of community college in dealing and interacting with the students which I happen to think is a very powerful political force, Congressman Diamond and I were talking earlier about the political force that exist and I hope you guys don't mind me being real here. The funding is tied to political forces. It's tied to quantified analysis, and end results. One to solve a problem, prove there is a problem, prove that you are the solution to the problem, and then develop the political muscle to make it happen. And so with that, I am kind of curious about your assessment of the new type of students that are out there. You spoke earlier about students not necessarily matriculating into a four-year institution, and in many cases they are college bound, but they are bound not to go because of economic reasons, because of family reasons and so forth, or because of the lack of desire to become lawyers, doctors and so forth. They may want to go into a different career path or they may have had a child along the way or they may have had a grandparent that is sick and ill and they need to spend time or they may have a younger brother that they need to focus on because he's involved in some gang activity and they need his leadership in the family. Can you share with us some of the characteristics of these new students that are out there and what we can do in order to assist them.

MS. MARQUEZ: I think a lot of the new students that are out there are I guess I would say maxed out. We have got, myself, I am a single parent. I have two children. I have a 7-year-old and a 14-year-old. I work part-time. And I go to school. And then I also take on the crazy job of working with the statewide student senate. So my time is very limited. But what you see is a group of students who, it's not so much apathy as just trying to survive in the economy the way it is. It's not that they don't care. It's that if -- they don't have the time. It's a limit. I mean I see single parents, single mothers, who don't have any transportation who are going to community colleges. And where I live is kind of a rural area. We don't have a bus system that runs every 20 minutes or that comes out to the school or goes from campus to campus. We have two campuses that are about 30 minutes apart in a car drive. They care about what is going on, but they also need to pick up that child at day care. And they also need to get to that job and get the child to a night center to take those night classes. I don't know if the student has changed so much as the demands on the students have changed. I don't mean to take away from the adult education schools, but the thing and the same thing I saw with Cal Works is that you want to get students out of there. You want to get them working. The work force development is the way to do that, but by doing it at the community college, you at least open the scope. They can see beyond the horizon. They can see that there is a horizon. They can see that maybe right now at this moment because I have a two-year-old and I can't get out there and do this, I can come back to community college where I have already established myself or I have gotten over the fear of actually getting onto a college campus and come back and finish the degree. But right now I can do this workable wage and I can support my family, but it's just opening up that door, and that is what happens at community college system. What you don't have maybe at an adult school is that you are going to get out of there, you are going to get back into the work force and that is really where they are going to focus. They are not even going to see the other opportunities out there. There is a lot of demands on students. The idea that the community colleges is a wasteland, I mean, yeah, you know, we go on, we see some stuff and we see, oh, here comes the community college students as if that means our intelligence level is lower because we are there. I think that perception is changing. I think certain things that are being implemented is changing that. I think that needs to come from within the system also. I mean with the new, if you're the top certain percentage of your high school and you go to a community college for two years, then you get to go to any UC. It's a great opportunity for students, but if it's presented in the light that it's not, you are not good enough to go straight into the UC, you got to go to community college, it's all in the presentation. I have seen a lot of good things happen to a lot of people that went to community college. I don't see it personally that way. I see it as my children, I am a first generation college student. My kids see that they are going to go to school. My daughter is seven. And she says, you know, I am going to college and then I am going to do this. I mean I know she's seven, and I know that perception may change when she gets older, but to just even hear it coming out of her mouth at that age is a step in the right direction.

MR. HORTON: And very important. Thank you very much. I want to extend our appreciation to this panel as we begin to prepare for the next panel to take place. Out of this will come a report. We will be having, as I said earlier, three separate hearings to deal with different issues throughout the State of California, we will develop a report and begin the lobbying process to tell the story, to tell the story about community colleges, about what we have heard here today. And as I said earlier, thank you so very much. Your input is extremely important in that process. And our next segment of the hearing we will explore the role of economic development. We all realize the importance of economic development in professional systems that will allow one to matriculate relatively quickly into a career or into becoming a productive member of our society. As the panel comes forward, I would like to recognize the Vice-President of the Board of Governors. Set up again. There you go. It was a pleasure having you here today. And we have with us today the Professor Wanda Powell of the southwest history class. She can be very helpful. Is she here with us today? Mrs. Powell, please stand up. We also have several counsel members from throughout the area, school superintendents, and please forgive me for not introducing you individually. Time is somewhat of the essence and we will do what I can at a later date. With us today is Mr. Jan Vogel. Jan Vogel is the Director of the South Bay Work Force Investment Board. Ms. Linda Wong who is the Director of Community college Development Technology Center. Dr. David Rattray --

MR. RATTRAY: Not doctor, that is my wife.

MR. HORTON: Not a doctor. Okay. Mr. David Rattray who is the Director of United L.A. Schools to Career. And Dr. Gus Koehler who is the Director of Economic Development Coordination and Network for California Community Colleges. Thank you very much. We appreciate your coming here today. And I would like to ask Dr. Wong to start us off.

DR. WONG: Thank you very much, Mr. Horton. I submitted my written testimony to your staff. And what I would like to do with the time that I have this morning with you is to basically address five issues that, a project I am directing has been covered through the course of our work. By way of introduction, my name is Linda Wong. I direct a project known as the Los Angeles County Regional Work Force Preparation Economic Development Collaborative.

MS. DAUCHER: This Collaborative was one of six regional projects that was established under the state's regional work force preparation and Economic Development Act which was embedded in the welfare reform legislation passed by the state legislature three years ago. I want to use that as the backdrop to my comments because there is close congruence between the framing document put together by the Board of Governors and the work that we have done for the past three years. The purpose of the legislation that I just mentioned to you is to actually facilitate the implementation of the seamless integrated work force development system, primarily through the strengthening of existing partnerships in economic development, education and training, welfare reform and school improvement. The goal under the language of the act is to provide work force development programs and services that are responsive to the training needs of existing and emerging industries. To lay the foundation for systems change demanded by this act, the Collaborative developed two products, the Internet search engine that connects the information systems together and what is known as the skills gap profile of jobs in four industries that we targeted over a four-year period. Metalwork, food preparation, apparel manufacturing and health services. Let me go into the skills gap profile that we conducted because out of this came a number of issues and themes that are really important in examining the framework and our ability to implement many of the recommendations contained in this document. Let me begin by saying that a skills gap profile is not a typical work force development analysis. Instead what we do is we look at trends within an industry and the resulting skill expectations that employers have for both current and future employees. It then compares these requirements to the scope and content of training currently available. The approach used to develop a skills gap profile is known as sector role employment. Rather than analyze the quality of training programs in a vacuum, an effort is first made to understand the industry, the market forces affecting its health, the character of firms doing business in the region, and their personnel practices. Once this analysis is completed, the focus then shifts to the supply sides, the network of education and training providers to determine whether there is an alignment between what the industry needs in terms of skilled competencies and what the training programs offered. The training and education tours that were conducted represent the most comprehensive compilation of programs that train for jobs in the industries that we targeted, again, metalwork, food preparation, apparel manufacturing and health services. Our inventories include high school programs, regional occupational programs, adult education, two-year public community colleges and two-year private post-secondary institutions, along with four-year universities, private proprietary providers and alternative training resources. By taking on that kind of industry specific inventory, we were actually able to obtain a snapshot of the system as a whole and analyze its various components and how well the different parts work together. I won't go into detail on the work that we have done. But let me focus in on a handful of themes or findings that we have uncovered. If you are a student or a job seeker or indeed an employer and you are looking for qualified applicants and you go into the education and training system, one of the first questions encountered is how do you find the programs that will serve the needs of your business. How do you find those kinds of training resources that address what it is that you need for your employees. In trying to answer that question, what we found was this. Course and program titles were frequently inaccurate and inconsistent. And the duration of training was not clearly explained, making it difficult for both employees and consumers to really understand what was offered and the time commitment that was required of them. Let me give you an example. In looking at metal manufacturing or manufacturing technology programs, we found a wide variation in program titles within Los Angeles area community colleges, ranging from "machine technology," "machine tool technology," "industrial technology," and "general engineering." As if this were not confusing enough, adult education programs, regional occupational centers had their own program designations, "technology and industry," "manufacturing technology," industrial technology education." At the same time, if you as a student or a job seeker are trying to figure out how much time and additional effort is required to complete the program, what they often found was that program duration was not clearly explained. We found courses that were variously described as one term, one semester or 1,000 hours. What became clear to us in the course of our work was that truth in advertising was a crucial element in developing a career ladders approach to work force development. Course descriptions have to be clearly explained and outcomes in terms of skills and competencies to be developed should be readily identified. For welfare recipients in particular, the duration of the training are a course of study should be clearly and consistently explained. Program and course offerings need to be modularized to accommodate the schedules of working or unemployed adults? The second theme we found, the tension between the community colleges' dual mission of transfer education and vocational and economic development is constant. You have already discussed this issue. I will just touch on it very briefly. The tension that we found between traditional academics and technical education is not new, nor is it unique to the community colleges. With an increased emphasis on K-12 accountability, the implementation of high school exit exams, and the traditional emphasis on college preparation, we found in the course of conducting our inventory that many high schools have either shut down, or are in the process of shutting down, their vocational and technical educational programs. At the time that we conducted our inventory of metal manufacturing programs, for example, only 46 out of 328 public high schools in Los Angeles County offered metal manufacturing technology-related classes as part of the high school curriculum. Of these 46 schools, only 25 offered classes with sheet metal, machining or welding content. Many of which, by the way, are precursors to careers in engineering. The remaining 21 high schools limited their offerings to drafting. We found a similar pattern with high school food preparation in culinary arts programs. Some high schools had completely eliminated them from their curriculum. Others still offered courses that reduced the number of class sections or increased the average class size. When high schools cut back, or close down a technical education offerings, community colleges suffer, because they lose a major feeder network of students that can enroll in the programs. Moreover, the few remaining high school students coming into community colleges often lack hands-on experience with equipment and/or technology and needed industry exposure. To build this link between academic education and career education at the high school level, the academy model was developed. Let me just comment on this very briefly because I think it will give us some insight into some of the challenges community colleges face in trying to integrate both traditional academics and technical education. The academy model at the K-12 level has been in place for over a decade. Yet after ten years of implementation efforts, it is still confined to a small number of schools. For example, as I have previously mentioned of the 25 Los Angeles County high schools offering metal manufacturing content, only four are structured as manufacturing technology academies. In culinary arts, 82 high schools offer a year or more of course work in food preparation. Within this group, 42 offer two or more years of career-track classes. However, only 11 high schools operate culinary arts academies. Why after ten years are there so few academies that integrate academic and career-track course work? Answers to this question will help identify the challenges that the community colleges face in trying to link academic education with career skills development. First, we found that the establishment of such an integrated model requires extra time and commitment from a multi-disciplinary team of instructors who may often end up developing new curriculum and materials including supplementary texts. To sustain this labor intensive efforts, additional support was required from the school administration and counseling staff to provide the necessary resources, classroom space, funding, professional development opportunities, planning time for curriculum development, as well as to recruit students into the program. Secondly, academies need access to equipment and technology that reflect what the industry is using. As you have already discovered and have discussed, this is perhaps a single greatest barrier to implementation. The high cost of securing and maintaining equipment. Much of the high school machine shop equipment that we examined was old. 30 to 35 years old was pretty typical of most machine shop labs. Ironically, the few high schools that did have modern equipment found that they could not make use of them for lack of qualified teachers. Two high schools in one district, for example, had fully equipped machine shop labs at the time of our inventory. One in fact was described as a "fantastic metalworking lab," but the labs were empty because the schools could not find qualified teachers. As a consequence, one shop was cleared of its equipment and used to teach dance. To compound the irony, many community colleges with fully-equipped machine shop labs find that their day programs are under-subscribed. They can't find enough students to fill the seats available during the day hours. Third, high schools, community colleges and other institutions often lack sufficient counseling staff to provide the kind of time and advice that students need to map out their educational and career plans. Typically the ratio of high school guidance counselors to students particularly in a large district L.A. Unified is now about one counselor to every thousand students. At the community college level, one of their challenges that two-year institution face is insufficient counseling staff to provide students with the information they need to map out their education and career plans. The other problem we found was that in many cases, these counselors were not aware of career opportunities in different industries or they were operating under outdated assumptions that technical education was only for students "not smart enough to go on to college." Integrating academic and technical instruction really requires a different kind of mind-set, one that recognizes that hands-on, career-focused learning is an essential element of a retention strategy to keep students in school and to make learning more meaningful. A similar mind-set needs to be developed among community college faculty to heal the rift that does exist between the academic and technical sides of the house. An important prerequisite to changing existing attitudes is professional development, but it's not the traditional kind of professional development that faculty are familiar with. One of the lessons from K-12 school reform efforts is that professional development can provide the foundation for systems change, but it needs to be restructured and upgraded to fulfill this mandate. Rather than leave the decision to the individual initiative of the instructors, professional development should focus on multi-disciplinary teams of educators, counselors, and administrators to jointly engage in discussion, consensus-building and implementation of measures to strengthen their programs. For a system-wide approach to the integration of academic with technical education, professional development should not only involve community colleges faculty administrators, but their counterparts in other segments of the education and training infrastructure, their colleagues in the high schools, adult education, and the ROPs. Expanding articulation agreements from individual courses to entire programs will also help facilitate the alignment of course work and training into a seamless delivery system. However, it needs to transcend the 2+2+2 technical preparation template that has characterized relationship among high schools, community colleges, and four-year universities. The articulation partnership should include adult education and regional occupational programs, and other key stakeholders in the education and training industry so that career pathways are more clearly demarcated. The third finding, the framing document should include entrepreneurship as well as work force development, to acknowledge that small business formation development is another step in the career pathway. Our research on metalwork, food preparation, and apparel manufacturing brought to light an increasingly serious deficiency in many existing vocational programs - the artificial separation between work force and business development. In our analysis of the metalwork industry, for example, we found that the profile of the typical business was not a Northrop corporation or a Boeing, but rather, a small family-owned shop job shop performing custom work for larger companies. I will give you an example of this. The instructor for Hacienda-La Puenta Adult School's welding program, for example, told us how proud he was when one of his former students started his own business and recently achieved a million-dollar milestone in his company's growth. Imagine what that kind of relationship if nurtured and expanded could do for community colleges. We found similar results in the food service industry where a growing number of young chefs are also opening their own restaurants. Cable networks like the Food Channel helped to fan the flames of ambition and entrepreneurship by showcasing the likes of people like Wolfgang Puck and Emeril Legassi. So it's not surprising that line cooks dream of the day when they have the money to realize their own concept restaurant. The same goes for fashion design. Yet, despite these enduring ambitions, the education curricula frequently ignore this development. If the business formation issues are recognized, they may be relegated to traditional business administration courses that are too generic to address the particularities of certain industry sectors; or they may be trapped in a time warp that fails to recognize new market forces affecting the sustainability of small businesses. Industry specific business practices, such as restaurant management, may be offered through other segments of the post-secondary system or through the four-year university extension programs. However, many business owners may not be interested in securing a business degree, or the extension courses may not address their particular needs. Community colleges, on the other hand, can position themselves to better serve their students and potential future business owners by helping them develop their business and financial acumen in specific industry sectors. At the same time, community colleges can address some of the research and development needs of industry by forging long-term equipment loan agreements or deep discounts with equipment suppliers and technology providers. We had talked earlier about how the community colleges can secure the technology they need in order to keep their training current. We have found in our survey that many community colleges were in fact very entrepreneurial, yes, they had good industry focused training. They developed relationships not only with the businesses but with the equipment manufacturers and suppliers including the technology providers and through those relationships worked out loan agreements whereby these manufacturers would actually lend their equipment to the institution allowing the students and future business owners to test out this technology before making substantial financial commitments. By providing small business owners the opportunity to "kick the tires" and to test new devices and/or technology, community colleges can add value to their programs and nurture long-term relationships with entrepreneurs. Eventually, this could help the colleges build the infrastructure for fund development and expand their base of financial support for their programs and for their institutions. We found many employers, many industries willing to share the cost of training. The problem was often the gap, the lack of relationships between the two. The fourth finding, traditional public sector workforce performance measures, such as training, completion rates, job placement rates, job retention and program costs are important, but they may not be sufficient to address the weaknesses in the current system. Performance measures have to be broader than mere "head count." "Capacity-building" of individual institutions and for the system as a whole should be equally important. If evaluation benchmarks are understood as tools for improvement, as well as accountability, they can become a powerful force for change. In our effort to develop a framework for evaluating program effectiveness and outcomes, we were greater aided by the National Institute for Metalworking Skills, a national nonprofit organization that develops skills standards for the industry and certifies training programs in metal manufacturing. NIMS generously shared with us the standards they establish for program content, equipment and supplies, instructor qualifications and participation by advisory bodies. We as project staff for the Collaborative identified additional practices in the areas of administration, support services, instructional methodology, curriculum and overall program categories. As it turned out, these standards were relevant and adaptable to other industries. Members of the select committee may wish to consider these guidelines in your deliberations of what the performance measures should look like in developing such as seamless integrated work force development systems for the community colleges. Lastly, let me say this about economic development. The demarcation between the new and old economy oftentimes at the ground level oversimplifies the complexities of regional economies. Industries representing the old economy often have new economy characteristics because they have incorporated new technologies and adapted to new market conditions. It should understood that the emphasis that is in the framing document which focuses on health care and information technology are but two examples of high potential growth sectors, but they are not the only ones. When the Collaborative first looked at the various industries that it was going to analyze, it would appear odd for us to have selected the industries we did for a skills gap profiles, but there were rational considerations behind our choices. The criteria that we used for selection process included the county-wide impact on the industry cluster, the availability of entry-level jobs with the career ladders, transferability of skills, the presence of high tech opportunities, and the existence of strong trade and professional associations, among others. We also did not want to duplicate any existing sectoral research that had already been done or that was currently underway. What we found as a result of our research and field work was that many industries initially perceived as low-wage industries, in fact, had career ladders and high tech potential. Food preparation and apparel fell into this category. However, because of image issues, public misperceptions, and in the case of apparel the "sweatshop" reputation associated with it, the due diligence that would normally be done was not. For example, in apparel, we dug more deeply into the industry and looked specifically at the effect of NAFTA on the industry. What we found was contrary to public perception. NAFTA had in fact created a substantial number of new white collar technical occupations, which had offset the loss of blue collar production jobs offshore. When we completed our analysis of the education and training inventory for apparel production, however, we found that there were virtually no public sector training resources that targeted low-wage sewing machine operators for skills upgrading that would make them eligible for these new high tech white collar positions. Ironically, it was the private proprietary schools that were providing training to such employees in their native language and that sought to expand the production skills. So from an economic development prospective, what it tells is that at the local and regional level we really need to do our due diligence and understand the dynamics of the local economy and really flesh out the details and at the same time be conscious of our own biases. Thank you very much.

MR. HORTON: Thank you very much, Mrs. Wong. Mr. Rattray, Director of United L.A., Schools to Career.

MR. RATTRAY: Thank you. First of all, I would like to say thank you to Assemblymember Horton for championing this issue. And thank you for your support for School to Career in this budget cycle. And I would like to thank the other two members as well. As I tried to prepare some remarks to be helpful, I found myself a little betwixt and between in terms of complimenting the community colleges system because I am a raving fan, frankly, but also challenging us because I knew we all would be the choir, I suspected that we'd mainly be the choir here today. So I would like to suggest what I think are some ideas that are going to be a little mixed. But to the extent that they have an edge, it's only meant to be helpful to all of us as we try to press ourselves to make this work. So I want to say that with many of my colleagues in the room that I am in such violent agreement with in terms of my praise of the colleges and their importance of the role that they have. So I want to preface my comments with that. And, secondly, just as one other way of background for myself, which will just help us understand my perspective on this, I am also a community college product and I am very proud of being so and had the good fortune of transferring to UC and then ultimately getting an MBA from USC. And the community colleges gave me access. And it was the right education at the right time. But at the same token, it gave me a great appreciation for the huge role that it plays in the entire system. And secondly I am a business person, so my perspective is as a business person when I look at these kinds of things which I think can be very helpful and it can be also very narrow, so I can offer that humbly as something that you need to know as you hear my comments. And I would like to say that I have a real passion for school to career. It's become my gig in life and my kind of semi-retirement as I call this. And if I was left to my own druthers, I would talk nothing but school to career for the next few minutes, but I will be respectful of the topic I was given which is the role of economic development and hopefully I can weave it in as it should be. First off, I would like to say as it relates to economic development, I think just the fact that you recognize it and made it the topic of today's hearing almost is enough and we can stop and go home. And by that, I just simply mean that in school to career, we kind of think that the three public policy goals where we aligned economic development, education and work force preparation is really our version of the trinity, that without looking at them as three sides to the same triangle, we are missing the opportunity to really help all three constituents you might say, or basically two constituents, the students themselves and the economy itself. And so that is kind of our mantra. And it drives everything we are doing. And I think certainly the career ladders whole strategy is pinned around that premise. It does call for some things that I think are pretty challenging to us. And we tend to talk a lot about them. We do reasonably well at times, but we do essentially poorly at other times. I think that is where we are so challenged. It's about linking. And I think linking is things like school to career. It's like the RWPEDA group that Linda represents for us that I am on. We say RWPEDA, but I think I will say the words, Regional Workforce Preparation Economic Development Act, tech prep, articulation, the K through university master plan, on and on and on. It's about linking. And I would just like to say, you know, that that is easy for me to say or any of us, but the work is ugly. It's collaboration and it's hard and it's in the trenches and it needs leadership and it needs real blocking and tacking. And we need to be 1,000 times better at it. I think we are doing some great work, but we have just begun to really know what that means and how to execute it. And I think it calls for attacking some of the institutional tendency as I call it in educational isolationism in our country. We really have not learned how to build partnership capabilities and use intermediaries or use third parties like school to career partnerships or nonprofit CBO's or employer groups and to break down some of the barriers in the education code or some of the, I call it sort of adult serving institutional practices which our institutions, sometimes our institutions are serving us as adults better than they serve the students that we say we serve. And I don't say that in a critical way of people, but I think just of practices, we have allowed to become institutionalized and without even knowing it half of the time. And then predominantly we categorically fund all these institutions. We don't fund a very substantial portion on any kind of performance. We are starting to talk about it and learn about it. But I think we still need to remind yourselves that the majority of funding of K-12, community college and post-secondary is a categorical enrollment based funding and that almost guarantees I think this institutional isolationism. But all that being said, my view of this, as I have had the privilege of working with so many of you and others around the state, is the community colleges are the most connected piece in California's educational system and they are the most innovative in terms of driving that forward. They are certainly the most integrated academically and vocationally in preparing students for success. And I like to make that a really simple thing, preparing students for success. But it's happens in the system where too often as we have said so many ways today and much better than I can say it, the dichotomy where we perpetuated a system that tracks students into these college bound, non-college bound tracks, our academic vocation tracks. And I think that the community colleges have a better insight to this word success, that drawing students farther through the education and training process through effective, contextual learning and ensuring that students wherever they exit the system have a high degree of employability and they have a kind of a worldly understanding of what is possibility for them and what fits their own self interests. That those are compatible goals. Those don't have to be seen as incompatible. And we have allowed in this state and much so in our country to think that somehow those are two different kinds of things to get accomplished, and I would say until we finish driving the stake through that we are still stuck with it and where many of in this room and others are fighting that, but, boy, we need to stay with it like there is no tomorrow, because that still runs the system in so many ways. But I think, again, the community colleges have it better than anybody. They understand it and the career ladders is just another perfect example of why. They really know to really deliver the promise of inspiring youth and teaching them how to learn along with what needs to be known in today's knowledge is the key to success. And they really are the most open system in terms of facilitating lifelong learning in allowing us to come in and out of the system throughout our lifetime. So that is obviously the strength. In terms of some of the things that I think are sort of obvious but are important to remember when we look at the role of economic development that community colleges play, obviously we know and hear so many, we are in a knowledge based economy and that means very simply for business people that human resources is the top factor for you to be able to develop. And of course we hear it all the time, but it is important to remind ourselves. Obviously early in the century when we had production factory line type of work, it was true oftentimes that if you had the best machines, you would have the best company. And you didn't need the best people. And, fortunately, I think but it provides this great challenge. It is different now, in California and in our country. But the reality then is businesses have to have that pipeline of effective employees and as was pointed out by Assemblyman Horton and others, we don't have it in California consistently. So we lose all the way around. The economy loses and the individual residents of this state, or individual people that live here I want to say lose. And increasingly in business, what we call this which I think is helpful for me as I think about it is the knowledge supply chain. Many of you may know in the last decade or so businesses have established what they call a supply chain. Wal-mart was one of the forerunners of this where they really integrated their whole supply network from the farmer in the fields to the raw materials and the factories and the wholesalers and the final end producers. And I think when it comes to knowledge, we have to look at this system as a supply chain. And I don't mean to dehumanize that portion of it. What I mean is of course the integration of it. And, again, the institutional isolationism that we see so predominantly when we look at school to career is not just education in the rest of the world, but it's the educational pieces within themselves. The K-12, the community colleges, the four-year and until that we have some breakthroughs in that, we are really not managing it like a supply chain. And, again, I say that humbly because most of you in the room here are the ones that are causing breakthroughs, but we have got such important work ahead of you. And then another whole part of that of course is building the partnerships. And I want to just acknowledge that I have had a privilege of working with so many great examples of community colleges that get it and just a few examples I was going to mention today is L.A. City College I know has worked with Washington Mutual and has some terrific partnerships with them, the L.A. Trade Tech with the fashion industry which Linda Wong knows so well and was really instrumental in helping, Contra Costa College up north with Kaiser Permanente, that is just three. There is hundreds of these, but my point is that these are crucial to building a supply chain and as many as there are, they are only benefitting a small fraction of the total student population. That is the problem. The key is connectedness. If we are going to really makes sure that the promise of driving economic development that the community colleges can play, they have to be connected to the business community and to the overall community. And the colleges tend as I said before to be the most connected, yet they can go so much farther. One of the things that we try to do and I also chair the chancellor's committee on work based learning and job placement is actually help the colleges increase their capacity to learn how to partner with business. And so what we have developed was a simple guide that is called "Partnering With Employers." And this just got finished and is being sent out to all of the college presidents throughout the system. And we think that simple things like this that are instructive and supportive on helping the colleges learn how to do this are really key simple ways to move this process along, but, of course, it needs much more. Also, the colleges, of course, has been mentioned earlier are the most agile part of this system and are the quickest to develop curriculum and new courses and eliminate old courses, but, again, we need to be even better than we are at that. And, again, that reminds me of just the challenge of collaboration through this RWPEDA experience I had. Frankly, there were days, and Jan is with me on this, on this committee, that the forces between what felt like work force development through the Work Force Investment Boards and the PIC which I serve on the L.A. Work Force Investment Board and the traditional public education were so enormous that it was forget it, why bother. We were trying to kind of cross the chasm and yet the institutional pulls were so ridiculously strong, there were oftentimes that we just couldn't, well, it felt we couldn't even get the work done. It wasn't worth trying which is pitiful I think and alarming to me. And yet we stuck with it. And I think with the support of many others we have yielded the products of some of which Linda just explained to you. But it does just remind me that this process of collaboration is ugly. It's tough. And it takes really dedicated people. And it's going to take a lot of innovative stuff that isn't happening right now. Like an Education Code that is a mile deep and is so categorical and Byzantine that only the bureaucratic masters can use it and use it for their own self purposes, but it doesn't serve kids most of the time. Another point that I think is so critical as we look at economic development, and Linda already touched on this, is that California's economy is driven by medium and small size businesses. And it isn't effective or it's a simplistic view to simply want to go to the major corporations and build a partnership and think that you are going to have enough to get this job done. You have to build partnerships with medium and small sized businesses. And in school to career, we learned that the key way to do that is through intermediaries, through business organizations, whether they be trade, professional, industry, whether they are chambers or service clubs or economic development corporations or small business development corporations. And, again, the career ladders plan identified that. And I think that this shows that we are on the right track. An example that I was so impressed with and, again, this is just as an illustration, but there are so many of these is L.A. Valley College, the president there Tyree Wieder is so well connected to the economic alliance of the Valley, and it brings her and her college enormous connectivity to what happens with small business throughout the San Fernando Valley. And there is others that do it, but, again, I have to admit to you that there is many that don't. There is many colleges in other educational institutions that don't know how to connect to local business organizations and use them effectively. Of course we know and has been said quite well that the community colleges are in some ways our best gateways to the labor markets for youth, especially urban youth. And the strength is the low cost to legal residents and the physical proximity and how well they are in fact tied to the local community despite my comments tempering that through things like tech prep and connections to high schools and co-enrollment. But one thing I think is challenging to us too is our growing Latino population and our achievement gap that is so clear for students of color. And one of the things that we are increasingly concerned with, that I know so many are, is that minors without established legal residency don't really have legal access, let's say, for instate tuition to our community colleges. And I know it's a tough area. And it's almost like one of those things that is sort of easy to stay away from, like the third rail. But it's just shocking and very scary to me to know how many of these kids that we say work hard and the American dream is yours. And then we say when they become junior and senior, sorry, cruel hoax, you just hit the wall. And until we kind of come up with some creative ways to avoid that, we are doing something to these kids that is unconscionable. And I also think the economy of the state which I was so impressed with Senator Paloneo's study about Latinos and the economic development of California. It just points out the growing majority that Latinos are going to become, is going to drive the economy of California. And it's going to mean either good or bad. And it's up to us to make sure that it is to the positive. And this issue around immigration is a subpiece of this that just has to be solved. And, of course, I know there is a bill and I know that it suffered a fate last year. And there is a new bill this year. And all I want to say is I know I am talking to the choir again is, we have to figure out collectively and get enough people enraged I think around the state to figure out the answer to this one. And I would just like to conclude with a couple recommendations. First of all, I think the initial efforts to SB645, which I think Jan will talk about a little more, and SB1564 and the VITA plan which talks about some important accountability measures, the career ladders are really key underpinnings to this, the funding mechanism. Unless we expand those and the colleges really need to embrace that outcomes, things like degree completion, certificate completion, time to completion, transfer rates, labor markets success, unless they are the driving piece of incremental additional funding, there will not be enough political support to get the funding that we all want. And the good news I think is that it's not as scary as many of us think. Because if you do it well, it ties you to the labor markets and it ties you to the other partners so well that that in fact vitalizes the institution itself. And so I think rather than dancing around it, struggling with it and moving slowly, we ought to embrace it and make a huge amount of our incremental funding for the community colleges tied directly to some of those outcomes and move away from being so predominantly dependent on a categorical enrollment based funding mechanism. I have a few other comments, but I want to respect the time of the committee. So I will leave that time open to questions and pass to Jan. Thank you.

MR. HORTON: Just a brief comment to the panels, and your presentation has just kind of developed a certain amount of frustration on my part, very helpful frustration I might add, in that it appears to be institutional barriers within the community college system. It sounds to be a lack of synergy and a lack of consistency. There are a number of success stories that are not perpetuating themselves throughout the system. And that within itself is frustrating and hard to quantify, which makes it difficult to provide financial support on. Thought it important to share that. That it's going to be the Board of Governors initiative on career ladders. And collaboratively working together is going to be extremely important. I think we all agree that community colleges can be a vital economic engine. But it's an engine that lacks the fuel, lacks the direction, and lacks the consistency in order to be driven in order to drive the political force, which is driven by quantitative analysis, results, consistent results. You can't have situations where one community college is doing a great job and one is not addressing the needs of their constituents in their immediate area and then turn around and ask for funding for the entire community college system. That is going to be a problem. And I only share that to ask if the remainder of the speakers and panelists could begin to tell us as policy makers what type of policies can we implement to assist in developing that synergy in developing that continuity and consistency that I think is necessary to really redefine the community college system. It's being redefined by itself by individual efforts throughout the State of California and fine efforts I might add and very successful from what I am hearing. But it has to be one family, has to be one story, because it's only one source of funding that is going in one direction. And I think we need to speak to that, so if you could tell us as policy makers what can we do in order to help in that direction, I would appreciate it. With that I call upon Jan Vogel.

MR. VOGEL: Thank you very much for the opportunity to address the committee today. And you have my written testimony. And based upon your latest comments and based upon what the predecessors have said, I am going to skip over lots of that and try to get to some issues that have not been repeated thus far. The economic development synergy as you put it can coalesce at the local level, perfectly through the One Stop Career Centers. David mentioned the intermediaries needed, business intermediaries, nonprofit, one of those types of intermediaries, in addition to school to career which is also a perfect intermediary would be the One Stop Career Centers which have come into their own under the Work Force Investment Act. These centers, they differ throughout the state. You probably wouldn't recognize two of these centers as the same. But what they are able to do is bring in different elements, different entities, different educational components at those centers so they that they can work together. Back in 1997, for example, we opened a One Stop Center, 1996, '97, in Inglewood. And of course that was well before the Work Force Investment Act. What we were able to do at that time was bring under one roof, so to speak, various educational partners. We brought in, we formed a committee called IHELP, Inglewood Higher Education Learning Partnership. And what we were able to do is bring in the community college, El Camino College, we were able to bring in Cal State University Dominguez Hills. We were able to bring in Charles Drew Medical Center as well as West Los Angeles College of Law, so at that time, but not all full partners at this moment, but at that time, we had one place where somebody could go to get information. And primarily we are talking about low income individuals who did not have access to higher education under their normal processes. And they were able to get information about all these different schools and educational opportunities under one roof. And I must say the most successful of those education partners was the community college because of their ability to market to the community, because of their ability to target what the local community actually needed, they were able to offer a variety of courses and those courses. Almost every type of course you can think of was offered and continues to be offered at the local One Stop through El Camino College. So this is why I say bringing economic development, having the One Stops and the Work Force Investment Boards as a consolidator or integrator has been very helpful to us. Of course, there have been for years under CITA and under JTPA, there have been employment and training system partners that have worked extensively with community colleges to address the needs of the California work force. Throughout the state federal funds, private industry councils which are not Work Force Investment Boards often forge strong partnerships resulting in collaborative models and innovative strategies for developing skilled workers while connecting employers with qualified job candidates. Under WIA, Local WIBS, Work Force Investment Board's work more closely than every before with community colleges and an array of other One Stop career partners to meet the challenges of the states highly dynamic highly mobility work force and the changing needs of business. Today One Stop Centers and community colleges assist small companies with business plan development, provide referrals to available capital and other technical assistance and help new and incumbent workers, employees meet their education training and support service needs. One of the things that we were able to do in the South Bay Work Force Investment Board about five or six years ago was we were fortunate enough to receive a federal grant to put together a directory of training programs. We called it the ITRAIN, the intra-state training and information network. And this ITRAIN was necessary so that we placed on this directory various schools in the public sector, community college schools, four-year schools as well as private sector schools that actually provided training, upgrade training or training to entry and middle management workers. The ITRAIN program was able to link all of Southern California. And you can access that link by the way through WWW.Itrain.org. What this system has done, it was a precursor to under WIA what is required as an ETPL list, the ETPL is the eligible training provider list. So basically what is required under WIA is if a person that comes into the One Stop wants to access training, they must choose from this training provider list. Roughly two-thirds of that state list came from our local ITRAIN system. To get on the list you can be, as I said, a community college or you can be a public school. Presently we have 15 community colleges from this L.A., Orange County area on the list representing over 125 courses. In addition to that list, we have 611 additional community college courses as a referral source on the ITRAIN. The reason why this is important is because to be maintained on the list, you have to perform. If you don't perform, if you are not able to meet the requirements under WIA, you would have to be taken off the list. And that is why it's gratifying to see so many different community colleges, so many different schools wanting to get on that list, willing to put their toe in the water and to see what kind of performance they can obtain. And I must say up to this point the performance has been very, very good. We need to expand it. We need to expand it to those community colleges that have not yet met us on this. But it's growing every day. So that is a positive note, assembly members that we do see an increase performance, acceptance of the performance requirements and under the SB645 that is what is going to be needed in order to make it successful. A couple community college notes what we have here, David mentioned L.A. Valley College, L.A. Valley Community College is one example that has worked with us to jointly develop an employment and training project with the local employer, Krispy Kream Doughnuts actually two years ago came into the area, opened a number of stores. We had 300 former welfare participants participate in this program that the Valley Community College took the lead on, but Southwest College, East L.A.

College and Long Beach Community College also participated in that program. Now many of those, many of those welfare participants are not only working at those doughnut shops, but they are managing them. They are supervisors managing them and moved to the corporate level. And Lenny Sufo who runs that program for L.A. Valley College couldn't be here today because he's doing the same thing with Target Department stores as we speak. So that is an example of merging what the business partners are looking for with what the community colleges are able to provide very, very successful. And of course there has been successes in Solano County, small business development centers in San Diego, Southwestern College and up and down the state there has been many, many of those type of successes. Let me mention for a moment on school to career initiative and how that impacts economic development. In California school to career provides a broad framework for collaboration between educators, employers, Work Force Investment systems in order to prepare youth for success in college and careers. School to career connects what students learn in the classroom with real life and real work experiences. The South Bay Work Force Investment Board sponsored the state and federally funded South Bay Alliance in which 44 schools in the cities of Inglewood, Hawthorne and Lawndale and the unincorporated L.A. County area of Lennox have participated on a variety of school to career activities. Since it's inception in 1997, more than 8,000 elementary, middle and high school students have participated in school to career activities in the South Bay Alliance. With our post secondary partners, El Camino College, West L.A. Colleges, Cal State University Dominguez Hills and UCLA, a couple examples of what has been able to take place in the last couple years. The Alliance recently in conjunction with Assemblyman Horton's office recently completed a regional workplace success skills standards. These standards were developed by more than 100 businesses, education and community partners. So that what we are going to be able to we think succeed at in the very near future is have many, many students go through this curriculum. With this curriculum we hope to get the business community to buy this curriculum so that they know that a student that completes will have this certification, that this person is ready to start work. And it wasn't developed by education. It wasn't developed by business. It was developed by both. And this we hope to be able to provide up and down the state to give our young people a better chance for success in the world of business. A similar career ladder program has been developed in partnership with LAX where a number of students each year work in airport occupations coming from high school and community college preparation. And they participate in a thousand hours of paid internship program. We started this about three years ago. The kids not only are working their senior year, but they are going to college. And when they are in college, they are maintaining a part-time job with these airport businesses. More than 15 percent of the K through 12 teachers in the South Bay have participated in our curriculum integration training offered by El Camino College and Cal State Dominguez. The teachers learn to create classroom lessons that are linked to practical workplace application. Every high school in our region now operates a school to career resource center which provides computer technology, internet access to career development materials that helps students explore career options and learn about the world of work. El Camino College provides on site college counseling to students and assists them with the financial information. One last example, several years ago, when Assemblyman Horton was then Councilman Horton, he started a program, a tutorial program in the Inglewood area for elementary, middle and high school students, now, operated through our partnership between El Camino College and Building Adolescent Minds. The program is a unique partnership between government education and community to improve the academic performance of students in math and literacy. Tutors are available from El Camino

College from UCLA and Cal State Dominguez to provide tutoring and mentoring and leadership training throughout the South Bay area. This was done in overseeing by a community college. That is what it started out being. And I think it's probably is a little premature, but I am going to say it anyway. What I heard this morning, just this morning is that Disney is interested in funding a tutoring and technology center at El Camino College, which would be sponsored by El Camino and the South Bay web, which was, again, initiated and started with the Inglewood tutorial program by then Council Member Horton. So what we have here is all of our education, business, community partners understand what is needed to prepare a skilled work force. We have to able, as David said and as others said, we have to able to work together. We have to be able to look at performance. You mentioned what can the legislator do or what can they look at as a means to provide additional funds. We have to look at the successes that have taken place and see why those were successful. And more often than not, the reasons they were successful is because there was performance attached to what we were attempting to do. We need to systemically change part of the way we do business so that we look at those outcomes, determine what can be done, and what can't be done, and have a target similar to what is done in business. One of the things on this ITRAIN directory that I mentioned before that the business members came up with is you could go down to a school and let's say an employer is interested in hiring people from a welding course. They can look at the course at L.A. City College or El Camino College or L.A. Trade Tech. They can see when that course is going to be completed, how many graduates they intend to, that are currently enrolled in the program so that they could start contacting those members through the One Stop and interviewing them before the class is over with so that they will have a job at the end. And this can be inputted by the colleges right now on our system. Some of them do it. Some of them don't. Maybe some of them don't even know about it. But every community college through our system is able to input that information so that the employers will have live information as to when those participants will be graduating, so that they can have a firm link between employee and employer. But I think that this is good news, not bad news. I think things are growing. Working together is becoming better and better. We have a ways to go, but we certainly are moving in the right direction. Thank you very much.

MR. HORTON: Thank you Mr. Vogel. I am sure my colleagues are going to have a lot of questions, but as Dr. Koehler prepares to make a presentation using the slides, I want to welcome him to the mike and ask that the lights be lowered.

DR. KOEHLER: First I would like to thank the Chairman Horton, and the members for inviting me to speak on such short notice. It's my great pleasure to be able to speak to you. I am going to try to modify my presentation to respond to your comments, so maybe it will be bumpy here and there, but I think you will see some that that community college chancellor office has already begun to think about some of these things historically around other issues, the issue of synergy networking and buildings on what is already there. So the mission of the community colleges EDNET program is basically to be the innovative part of the community colleges, is to reach out to the businesses to determine what kinds of training programs are, will work best, and also to provide entrepreneurial instruction to business persons. So you really have two students that we are working with here. One is the work force person. The other is the business owner himself. We are involved with technology transfer, trade and business services as well as building networks between the colleges which is a response I think to your question of synergy. So just as a context I think it's very important to look at the context that we are building in just very briefly. And we are looking at a global network here where we have global manufacturing, anywhere in the world can be a manufacturer that has greater production capacity or better trained labor and global financing. And the core of this is regional competition like Bangalore, for example, is competing with our software industry in Silicon Valley. This is true globally. And it's actually segmented by different types of industries. So when we look at it from a global perspective, companies here in California have to think about how quickly and workers as well fitting into this, have to think about how quickly technology is turning over, how quickly products can be developed, how closely they can work with the customer. And the whole issue of price and quality is right at the heart of this whole thing. Information technology, you have already learned about and flexible strategies for businessmen is important. Now the legislature when they created a little while ago had already had somewhat of these factors in mind. That was they thought about work force improvement as an important point. And they put this in the context of economic development. So if you read the legislation it includes both business and work force together as being what is involved in economic development. I think that is a really important point, it's not just one thing. So we really have two clients in EDNET. One is the workers just in terms of lifelong skills and the others are the people who run and manage firms who need to understand what business development is all about, how to bring in new technology, how to develop products and all these kinds of factors. Now I call this a half a chicken problem because typically when we address these problems, we look at one side or the other. Historically we look at either work force by itself without looking at where the jobs are going to be or under another administration we look at jobs, and sort of ignore the work force side. But now we have a wonderful opportunity to look at both sides and make the whole thing work and go around. Now the primary foundations of the EDNET development strategy is that it's regionally based and that we have to continuously develop and adopt human technology and business resources to maintain this competitive advantage and to establish it in the first place. Sometimes it may not exist as I will show a little later. That means that we have to have adaptive governments which, Mr. Chairman, it's your point about how the community colleges manage all the different colleges to achieve this process across the state. And I think EDNET is sort of the experimental test bond that has historically been doing these things around industry development and you will see also around some training things. Now, California is divided into nine basically economic regions that make it up and all these regions have their own quite different industry clusters. Now in the handout, I gave to you a little folder, there is a map of all the community colleges in California. And the interesting thing about that is you can see that a number of community colleges fall into each of these regions which is sort of obvious, but that they all across these regions in different ways. Then there is another handout in your folder which lists each of the initiatives that the chancellor's office has funded as a special grant to connect up to the key industry clusters there to begin to grow the kind of curriculum development and links to industry that are necessary to respond to this thing. This is all at a innovative level to try and make those kinds of connections. And I think the other thing that is very important that has just been undertaken last year is the chancellor's office has also recognized that some of the colleges, if you look at how this money has been distributed, the colleges that can compete well and know how to write grants have been successful and have gotten money to do this innovation type work. But they have also began to pay strict attention to colleges in areas that are having problems competing to get these monies. And they developed a capacity building workshop for high unemployment areas both in the rural parts of California and in the Central part of L.A. My group the EDNET initiative directors who have experience in building initiatives and making them work are going to help these schools do this job. The L.A. Community College district received seven grants totaling well over $1 million to do this kind of a building to begin to put this kind of project together. Now, I think an important point that is often ignored is that while we have a net wide, a statewide system, the chancellors' office, each college has its own elected board of trustees, which makes for difficulties in trying to figure out how to coordinate all these pieces. And if you look at this, the initiatives and you say, well, gosh, each one has an initiative, how does that work together. And I think that that is where EDNET comes in because the initiatives are managed by ten directors. We will get to them in a minute, what they are specifically, but it's that kind of overview that kind of pulls this system together both regionally and statewide. And it's I think still a lot at the developmental stage, but we are right at the point where we can take off and I think add more value added. Now, we learned a little bit about the California Research Bureau study about whites, about the ethnic differences. And here we see a very powerful chart that I think really kinds of makes the point about educational attainment, and the tremendous differences between the two groups, no high school versus high school and college. So you can see that that is an important differentiation there. Now, if we were to bring all, let's say 5 percent of the Latino workers, about 217,000 workers, up to the next educational level, which means about 86 percent of them would go to adult vocational education, about 14 percent to UC or CSU, we would see the following results. Right now that group would earn about 4.3 billion in wages. And if we were to get up to a higher educational level using primarily adult and vocational ed., it would go to 5.7 billion. We see economic benefits in their communities where those people live about 1.4 billion, and then new state revenues about of about 79 billion, which we could then plop back to make this thing continue on along. Like I said, we have two halves of the chicken. This is the work force side. And these are the different initiatives that we have underway. Each of these are defined in your handout. And I have asked Bob Cummings to be with us here. He's the state initiative director for work force learning resource centers who can talk about the entry level issues that are involved in this whole thing. But if you glance around that, you can see that there is many different, these initiatives were chosen because they are high growth initiatives in regions in the state. It came through a competitive process and the grants were awarded to build these structures, high tech, transportation, a lot of different factors up there that are trying respond to this and extend across the system. Now, going on to the other half of the chicken, so to speak, we now have, I want to just quickly move to the business side of this thing. And here we see a little bit older data now, 1992 data. But that is the best I could find anyway comparing annual sales for business here in the state. Now, let me make just a point. What you are looking at is really the effect of very small businesses. There is 900,000 plus businesses in California. And about 99 percent of them have fewer than 500 employees. Those with under 100 employees employ over 7 million people. So, you know, small businesses and their net worth has been pointed out by the panel are absolutely critical. And, in fact, if small businesses played a central role in producing new jobs and pulling us out of the economic slump we are in, they produce 1.3 million jobs. Companies with 20 employees or less produce 65 percent of the job growth during that period. So the question then we have to ask ourselves is can we deal with this difference. If we are educating people to work, can we in fact begin to help these firms that are having difficulties. And here is a little tiny case study of Latino Manufacturers here in L.A. You can see that these guys have low employee turnover. The employees are loyal. The Hispanic workers are hard workers. These companies want to use telecommunications and computer equipment and machinery. They want to train their people when they come in. They are aggressively as much as they can investing in equipment and they are succeeding. So what we are looking at then is the other half. We are saying these guys can grow jobs if they get the help they need. In the way of entrepreneurial instruction to do the job. So we have two kinds of instructions we are talking about. Now, if we look at that from entrepreneurial instruction and put our things up there, kind of a complicated diagram. I apologize for that, but down the middle there you see some of the major things that a company has to deal with, like obviously work force, but we also see e-commerce, trade, networking, product development, all those things. And each of these factors across the state, each of these initiatives address some element of that. So the initiatives can in fact when put together help not only the worker but also the company work force. So these are some of the results. You asked for data. And this is 99 performance review of the program EDNET program and the benefit to cost ratio was 9.6 to one. For every buck, we got nine bucks out of it plus. The initiatives which are noted, the community college, vocational, adult educational part, these are small. These are smaller operations, generated 8,500 new jobs. They generated 300 million in new earnings and 195 million higher wages for incumbent workers. Now, the other thing is that, is that these are some more data in terms of the students that were served. And I will just quickly go through this. So, you know, total of about 75,000 total incumbent workers, students were served through this program, very decent. So that summarizes the presentation I have had that I wanted to make. Thank you.

MR. HORTON: Thank you very much, sir. At this time I would like to open it up for questions from my colleague. Assemblywoman Daucher had to leave us. But as we stated earlier, part of the process is to prepare reports to send to all of the colleges and so subsequent questions later on, very available process. With that I open up the questions.

MR. KORETZ: I am not going to ask a lot of questions, due to the lateness of the hour, but I have one which I believe relates to something mentioned by the first speaker, which is at the K through 12 level, we have had a process of trying to increase accountability and trying to increase testing, make sure that everybody is graduating with the skills they need and in terms of the basics. But that that may have an unintended consequence of rather than something I had hoped that was happening, which was that we were improving our school to career efforts at the K through 12 level, that indeed we may be abandoning some of that and abandoning some of the metal working programs and other programs that would make it easier to transition into school to career programs at the community college level. Is anyone thinking very much about that and that possible, unintended consequence? That is really the first time I have heard that discussed. And how we can turn that around without abandoning the accountability, and the good elements of trying to do that kind of testing.

MR. RATTRAY: It is frankly one of the biggest challenges, if not the biggest, that we face in school to career. It is not a simple thing to answer. And there is a wide view of opinions on this question, so I am only offering my own. I don't think it's as much of a problem as people perceive it to be because, frankly, we, at least I would argue that school to career done well inspires kids to learn because it shows them why they are learning. And they do better at their basic subjects whether it's math or algebra or sciences as well as they learn some of the vocational skills because we teach them in context. I don't think we have done a good enough job of painting that picture and making sure that we execute in that fashion. Too many times I think what we try to do is shore up the older way we used to do vocational education, which was segregating the students out and having segregated classes. So I think the lessen for us is if we look at the career academy level, which Linda alluded to, and you look at other designs where there is a high degree of integration, that is where you can get it both ways. You win both ways. The kids will score better on their academic indicators. They will love learning more. And they will make better transitions wherever those transitions are without kind of a prejudgmental bias towards what is the right transition.

MR. VOGEL: I just want to add one thing, that what David said I agree with 100 percent, but with the proviso that when the school to career funds dry up, if they do dry up, then this effort could easily evaporate because it's very difficult to integrate that type of activity into the customary school training system, so that without that money available, all those good results could end in a year.

DR. WONG: I will give you an example of some of the operational challenges that teachers at the high school level face when they are trying to integrate both the career path approach to education and traditional academics and structuring and setting up an academy. Teachers spend a great deal of time on program and organizational development because they have to pull together teachers from other disciplines to work with them. In that first year of an academy program, test scores may go down. That is a reality of life. You know, if you are spending time and effort and resource to develop curricula and you don't keep a focus on how those students are learning and doing on traditional standardized tests. The people involved in the development of the academy may lose administrative support because of the way the incentive system currently operates at the post secondary and secondary school level. One of the other issues that Assemblyman Horton raised earlier is how do you scale up and institutionalize experiments. We are very good at establishing pilot programs. We are not so good at sustaining them or supporting them over the long haul if the people who launch those programs eventually leave. What we find is that many of these experimental efforts are tied to the passion commitment of the people who set these programs up. But we haven't done a very good job in figuring out how to sustain those programs over the long haul. So I think one of the questions as you talk about this innovation fund is how do you stain soft money because my operating assumption right now is that innovation funds are temporary. And that is one of the problems that we have. Temporary funding sources that don't look strategically at how the soft money is going to be replaced with hard funds that will allow those programs to be sustained over a five or ten-year period really defeats all of the effort that is put in to those programs at the front end. And so I think this issue about funding, using flexible dollars not categorical funds, providing adequate time for program implementation, developing the accountability outcomes that providing the institution participants with flexibility deciding where the focus should be or how it should be implemented are essential because of those regional differences out of state. Then the other issue is how do you supplant that temporary soft money with long-term hard money. And how do you institutionalize a successful pilot project so that it can survive past those initial founders that established the program in the first place. I think these are some of the issues that community colleges are having to contend with. These are issues that school reform professionals at the K-12 level are having to grapple with, now that you know that school reform has been in place for over a decade. And so I think from a policy perspective, those issues have to be addressed up front so that we are more thoughtful about how we spend the money and ensure that we give the institutions the time and opportunity to implement and to fail, you know, if that happens not to look at failures as absolute failures but as lessons on what needs to be done in the future.

MR. HORTON: Thank you very much. I would like to just give the audience a brief update as to where we are. We are going to be breaking for lunch in a few minutes. We have had a request of Mrs. Townsend at El Camino College to make a brief presentation prior to us breaking for lunch. After lunch we will be joined by Assemblywoman Wiggins and Carol Liu to continue the hearing throughout the process. We certainly encourage you to come back. I call upon Ms. Katherine Townsend now to make her presentation. And then if remarks by Assemblymember Koretz who has a previous engagement that he has to go to and extend my appreciation to everyone. Thank you.

DR. TOWNSEND: Thank you very much. I do have a meeting in Orange County. And actually my presentation fits in with all of the other presentations of the panels that have been this morning because El Camino, I am specifically from El Camino college. I am the director of the nursing program, Dr. Katherine Townsend. I have been the director now for nine years. And we do develop and we do have partnerships with many of the industries in the area. For instance, the nursing program has been in existence since 1962. And I believe that the community colleges are in a unique position to provide cost effective quality education to the diverse population in California. If this, the governors career ladders initiative is providing the community colleges an opportunity to do what they do best and that is meet the needs of the community through innovative creative curriculum. It isn't easy, as you mentioned voluminous regulations, but then as a director of a nursing program we have regulations for nursing. So you just have to work through those regulations and take them as a challenge, one by one by one, work through them. So that you can get new curriculum through. We have collaborated with industry and other community colleges to offer career ladder choices at all levels. One of our first certificate programs that we offered was the certified nursing assistant and the home health aide. Through that we collaborated with Robert F. Kennedy Hospital. And they provided us with one section of students. They provided us with a part-time instructor for one of the sections. We also and right now we cooperate with the hospitals and they send us some of their employees so that we will also put them through, so that they will be certified working in the hospital. We also and those are career ladder options because if you look at a nursing career, you look at beginning ladder would be the CNA. It's not a high wage position, but it is in demand. But it's a beginning step so that students with a certified nursing assistant, they can go on to become RNs, LVNs, RNs, so it's a career ladder. We also collaborated with the Department of Public Social Services with the home care workers union, with the regional health occupational center, with Mount San Antonio College to do a home, an in-home support services worker program. And this was some of these students had never ever been on a college campus before. But yet when they went to the community college, they saw all of the myriad of possibilities for them. And many of them went on to become into the CNA program and some of them are now entering our nursing program. But once they succeed and I go with a student Ms. Marquez, what she was saying to be on a college campus is advantageous for these first time students that are entering colleges for the first time. Once they succeed in a course, the whole panorama of community college credit courses and support services is available to them. I will, also there was a question about support services and they mentioned fifth grade reading level. There is a program, a computer program called New Century that I have every student entering the nursing program assess their reading level. We have students trying to enter the nursing program with fifth grade reading level. Now when the textbooks are 14th and 15th grade level they are not going to succeed. They just aren't. However, this program works with them so that they can increase that reading level so that they can enter the program and be successful. Because that is what it's all about, success. We don't want them entering the program and failing. We want them to succeed. So when they do enter, I think that this program should be in every middle school and every high school because then they wouldn't enter the community college and the UC systems and the systems with low reading levels and math levels. Another program that we developed was the, we are now entering the surgical technology and the school health aide program. The surgical technology program is being implemented this fall for the first time. It's a collaboration with Southwestern College in Chula Vista. Now, they will send the lectures over ISDN lines to El Camino for the lecture component. We will do the clinical component of course in our area. This is a method that can be utilized throughout the state through the chancellor's office ISDN lines for our community college has a program, has a course and they can be offered to someone in the Central California that does not have this scores. And it's a wonderful partnership. We also are offering the school health aide course for the very first time. This is something that is a first time in the State of California. It is needed. Aides are needed in the school districts because there are not enough school nurses to take care of all of the challenged, physically challenged students that are now in the school districts. So we are offering courses that for a year that will train them, educate them in those areas that they need so that they will be able to assist. And it has to be one-on-one, that will assist the students in the schools. Some of these specialties then, many have the career ladder that they will include a respite care, provider special education assistance, adapted fee assistance. It just grows. It's one after the other, once they have the one basic course, another. So I mentioned the basic careers CNA, LVN, RN. But in addition as you have mentioned earlier, there is a nursing shortage. And there is a nursing shortage in the specialty areas. So what El Camino College and the nursing department we have done is that we have offered specialty courses in collaboration with the hospital such as Little Company of Mary, Cedars-Sinai, again Robert F. Kennedy, Torrance Memorial, and we are giving upward training to those nurses that need to have emergency care, need critical care, that need operating room. So we are offering these post licensure courses for these individuals so that they have a new career path. And it's an upward progression within their career. They are already RNs, but they are going upward. We also offer advanced skills courses that provide certification and recertification in ACLS, advanced cardiac and pediatric. What I am saying is that I feel that yes, you mentioned that there are a lot of bumps, that there were areas that, but community colleges is in a unique position. We can have flexible scheduling, creative scheduling, multiple sites across the state, accessibility, basic skills remediation for the students, integration of academic and vocational career skills from the health care perspective. The community college can be the entry level base for all health care professions and provide individuals the opportunity to return for their skills development and continue education in any stage of their career. I feel that the prospects are unlimited for the community college. I am speaking only from the health care perspective, but I know that we have other career pathways from other disciplines in our school. And I am sorry that I did have another meeting, but I would entertain any questions or available --

MR. KORETZ: I have one.

DR. TOWNSEND: Yes.

MR. KORETZ: It sounds like your program is some somewhat of a model program of the nursing field. What can we do to get other districts and other colleges to replicate that program, you know, at all levels including the remediation and including the full career path and more extensive training at the higher levels?

DR. TOWNSEND: We have statewide meetings of nursing directors. They happen twice a year. At these meetings we do share best practice models. Now, I have been a presenter at some of these where I have shared especially the New Century where the students are assessed with their reading and then they can be helped to increase their reading levels for success. And I know that this program is now available in other community colleges. It is expensive. But it is vital if we are going to have them succeed. We need partnerships. I have tried partnerships with the other community colleges. We need to work closely together, for instance, if you are going to have a post licensure course like operating room, you can't have it at lot of schools close together because there aren't that many sites that you can put the students. So you have to cooperate. If I offer let's say the operating room. Then someone else should maybe offer the labor and delivery, whatever. This is the type of partnership and cooperation that we need and this is what we are looking at. We are also looking at with the CSU for articulation so that, and I believe strongly that they need credit, the students need credit, because once they have a credit course under their belt, hey, I succeeded. Now I can go on to take another credit course. And it builds one by one by one. Yes. I don't know whether you had a question or whether you are just looking -- does that answer the question?

MR. KORETZ: Yes.

MR. HORTON: Mr. Vogel, you spoke earlier about the work that you are doing and how you are interfacing with the various community colleges in the area. Is it possible that similar to Mr. Koretz's questions, is it possible to develop a system throughout the State of California that establishes an entity that is self-funded, from my understanding of the Work Force Investment Board is that it receives federal dollars to do what it does. That is self-funded that will serve as a facilitator for many of these partnerships, or collaborations that exist out there. Is there, can we put together a package, a system that we can begin to market, begin to tell the story as David Rattray spoke of earlier, that there is a collaboration out there. I think he very eloquently articulated the fact that there is an economic reason for doing this, that there is a return to the State of California, that there is a benefit to developing this middle level education as a means of enhancing and enlarging the middle economy within the State of California. So it all seems to be there, but these institutional barriers, once again, is it possible to develop a system an initial partnership that exists, work force investment board, local community colleges, state and so forth, that we can now say to the state legislature we need to fund this. This is a system that is proven to work and subsets if you will, a subset being El Camino College, subset being some of the other colleges that were mentioned by Mr. Rattray, is proven that it's worked, that it works. All the pilots have taken place. Can we put something together in order to do this?

MR. VOGEL: I think we definitely can. I think the first step would be for us to take an inventory as to what is out there. By one Work Force Investment Board to another, there are 52 in the state. So I think what we would need to do is to address at the state board level to ask them to put an inventory together so that we see at which One Stops have ongoing partnerships with community colleges or four-year universities or, you know, the particular educational element you are looking for. And then once we see that, then we can put together some kind of a package as to an example or a formula for success that has worked in one or two or three of the areas and go around to those different partners in One Stops that do not have those areas connected and try to do that. But I think it's a wonderful idea.

MR. HORTON: With that, Mr. Koretz, he has to leave. And I want to extend to my own personal appreciation to him for coming. Paul has been very active and very engaged in this process and extremely supportive. As I said on the education subcommittee in trying to get funding for career development and so forth, Paul was right there and extremely supportive and extremely interested in this process as he is in all the work that he does. So, Paul, do you have any closing comments?

MR. KORETZ: Thank you. I appreciate that. And I appreciate everyone's participation. It's a very exciting process to think everyone here since we are all preaching to the choir knows that you can educate more people and do it in a more cost effective way per pupil at the community college level and at the same time we have a great opportunity by improving our school to career process of diverting a certain number of people from being part of the working poor by pulling them into the educational system, more giving them a chance to realize that they can do it and change their own mind set. Even some folks who we can get involved in the career ladder may say, well, I have been in a nursing career ladder, but, hey, I can do this and jump ahead and go to a four-year college and wind up attempting to become physicians instead. I think what we need to do is we need to continue to improve the business partnerships. And I think we need to make sure that the state legislature also understands more the value of this and the fact that the value and funding is beyond the level that we spend on it, but if you put in a dollar and you get nine dollars back in terms of value, ideally even in hard economic times, that is a choice that intuitively is the one that you should make. Probably one that was even more quantifiable a number of years ago when we were in the worse part of the recession, a noneducational example, the Board of Equalization which collects taxes in the first go round of one of their budgets they had a cut in all their auditors in all their different departments. And they looked at it and said, hey, every auditor brings backs X number of additional dollars and they wound up in the worst part of the recession actually increasing the funding for auditors. And I think it's the same way in the long run with school to career and education. If every dollar you put in improves society and improves the economy, it just doesn't make sense not to fund this. And I think we missed the boat in this particular budget, but I think we need to work harder in getting that message out, and making sure that this is a higher priority for the legislature next year and the years to come. And that is certainly one thing that I have heard here today and other places before and we need to get that message out to all the members of our state legislature.

MR. HORTON: Thank you very much, Assemblymember Koretz. (A lunch recess was taken.)

MR. HORTON: Thank you very much. Ah, the mike is fixed. Thank you very much for returning. We will continue our hearing. Joining us is Sean McNeil representing Assemblywoman Wiggins' office and we will allow him to have an opening comment. I will share with you Assemblywoman Wiggins was very, very much involved in the career to work, very instrumental in trying to ensure that there was funding for that type of activity. In fact, she was the individual that came and requested an $8 million set aside which we were able to get on the assembly side. And we were able to get the corresponding 8 million set aside on the senate side. Unfortunately we sort of lost it in the conference committee. And knowing Assemblywoman Wiggins the way I do, she will continue to champion these efforts. And Andy Lee on behalf Assemblywoman Carol Liu has been asked to step in in her stay until such time as she arrives in order to allow us to continue with the hearing process. So I welcome Sean and Andy on behalf of the assembly members. Sean, would you like to address the audience.

MR. MC NEIL: Yes, thanks, Assemblymember Horton as maybe some people know, maybe some don't, my boss was the author of AB1873 last year which put school to career in the Education Code for the first time and appropriated $2 million for the nine school to career partnerships in State of California that were losing federal dollars. This year we lost an additional 14 and we didn't get any more money in the budget. So it's still at $2 million. So a lot of the partnerships around the state aren't going to be able to be funded through the state next year. We are still moving forward and trying to find ways to find other dollars, but so far we haven't been too successful. So that is kind of where my boss is coming from. She's the chair of the Assembly Select Committee on Work Force Investment. And I staff her for that committee. She's also a representative on the state Work Force Investment Board. So a lot of these issues are very important to her. And it's kind of my job just to watch over it and I'm glad to be here.

MR. HORTON: With that, we will invite the next panel to come forward. Mrs. Vicki Legion, she's director of Community Health Works of San Francisco; Ms. Marilyn Oversby, she's the Dean of St. Francis Career College; and Natalie Battersbee, she's the Principal of Middle College High Schools, Southwest College. We would like to invite them to come forward. They will present to us various programs that are classified or deemed to be a model program. These are subsets of the community colleges what we've had, we have had success and they are exemplary of what can happen and what is happening throughout the State of California. With that brief introduction, I would like to ask Mrs. Legion to start us off with the initial presentation.

MS. LEGION: Thank you, Assemblyman Horton for inviting me. My name is Vicki Legion and I am a faculty member at City College of San Francisco. Community Health Works is a ten-year-old partnership between City College of San Francisco and San Francisco State University. We are an incubator for new health training programs and we have developed a series of new health certificates. Our special interest is in health training programs that respond to the needs of low income communities. And as we know, that is not a marginal population, as we know California has a majority of people of color now in their 7 million uninsured people in the state. So it's a very, very significant portion of the population. First, I am going to give a very quick overview of the several programs that we have started and then I am going to focus on one, the Community Health Workers certificate program. And then I will say a few things about what we think is essential to make it succeed and what the legislature could do to support that kind of success. First, to give an overview of our programs, we have a drug and alcohol counseling program that is geared for high risk urban communities. Is there anybody here that can instruct how to make this not get feedback? UNIDENTIFIED SPEAKER: Lower the gain on the speakers.

MS. LEGION: Okay. I will change mikes okay. So we have a drug and alcohol counseling certificate program that was designed with 40 agencies that do drug rehab. We have a regional health occupations resource center which is a hub for disseminating innovative programs throughout the Bay Area. We have a demonstration program for improving care in childhood asthma, which is the No. 1 reason that children are sent to the hospital. We have the welcome back center which is a new program to integrate health professionals who received their health training oversees and then come to the United States and they are driving a cab. So we are trying to change a situation where on the one hand community clinics cannot find staff that speak the right languages and that are culturally matched to their patient populations. And, on the other hand, we have hundreds and thousands of health professionals who are trained who are not allowed to work here in the US. So we are, we have four centers around the state that are designed to fast track people back into the health system, especially in the health safety net. We have a health care interpreter training program which just trained instructors from nine community colleges around the state. And that is a noncredit program which makes it very cheap for students. It's free. It makes it very easy for people to get into the health care interpreter program. There is no hassles with registration, so no credit has a certain advantage. And then we have an HIV, AIDS educator certificate program. Now what I would like to do is just talk for a moment about the community health worker program. Community health workers are people who work in either public health clinics or community based clinics. They often do outreach. They do a lot of health education and very often, but not always, language translation. There is just to give an example, because they are not a familiar category of health worker. There is a unit of community health workers at San Francisco General that are responsible for making sure that tuberculosis patients take their medications every single day for a year, no matter if they are homeless, no matter if they are living under the freeway. The community health workers have, you know, intense relationships with the patients. They find people wherever they are. And thanks largely to their efforts San Francisco has an extremely low rate of tuberculosis. We have a high rate of initial infection and it's very well controlled, a lot due to the efforts of the community health workers. What we found was that community clinics and public health clinics want to hire community health workers a lot because there is a mismatch, like a language and culture mismatch, between health professionals between doctors and nurses and communities. If you look at San Diego, there are 65 percent of the people in hospitals are monolingual Spanish speaking and 1 percent of the RNs are Spanish speaking, so literally, you can't talk to each other. How can you cure if you can't talk to each other? So it's for reasons of making that bridge that public health clinics and community clinics need community health workers. They make in San Francisco today these health workers are now making about $40,000 a year. So it's a living wage for a family. Okay. We then carried out two labor market surveys, one of the State of California and one of the region of the Bay Area, so that we knew exactly what the labor demand was and we knew exactly what skills employers needed. And then we did job test analysis to determine sort of a very specific curriculum that would cut across all the different kinds of health workers, no matter if you worked in tuberculosis or HIV or drug and alcohol, there is common skills, so we built our curriculum on those common skills. Now what I would like to do is talk for a minute about the evidence of student success and we do carefully evaluate our program every year. Our average student is a woman in her thirties who is already working full-time in the health system, often in a very, you know, low position. She will have children. A lot of our students have heavy histories of homelessness or drug addiction, certainly not all, but many do. We do not have strict entrance criteria. It's a very porous program, easy to get into. What we know is that since 1992 when we started, 85 percent of those people who came to the program wanting to be community health workers were placed successfully. And we know that 100 percent of those work in medically underserved communities and we are very, very proud of that. We have a retention rate of 84 percent. We know also that of those people who came to us already working in sort of entry level peer educators, that about 85 percent of those got promotions or raises. So, for instance, the supervisor of that tuberculosis unit that I told you about started as an entry level health worker, and he's now supervising unit and making almost $50,000 a year. We also I would just like to say a word about the program's success, not the student success but the program's success. We have received two grants from the US Department of Education, the FIPSE program, Fund for the Improvement of Post Secondary Education. And those are very competitive grants that are just given to the top 2 percent of applicants. And the community health worker program was recognized by the Anthony Casey Foundation as one of the 15 most innovative and promising health training programs in the country. We do very aggressive pursuit of external funding and we are now up to, we have $1.6 million a year in external funding. I will then make an argument why you can't live like that. Why we need hard money funding. Okay. I am going to very briefly talk about some of the features of the program. One, as you know as I told you, the curriculum is not based on what is in the instructor's head or what is in the textbooks that were written ten years ago. It's based on research from employers and from community health workers, what are the skills that are really needed. That takes work to pull that together. It takes the series of research projects. We have evening and clustered classes so community health worker students come one evening a week. All our required classes start after 4:00. And classes are always back to back, so that people have only one trip over to the, you know, across town to the campus and only one child care arrangement that they have to make. We have a competency based curriculum. And by that I mean that our tests are not pencil and paper tests. Our tests at the end of the year are scenario based. So if you come to our final exam, you will see groups of students sitting at tables. And each table has an actor. And the students have to show that they can, for instance, intake a client into a clinic and do health education with that client. And they are scored by veteran community health workers or by employers against a very detailed competency checklist. So that we know not that they are whizzes on multiple choice. We know that they are whizzes on doing the job that they are going into. A couple more features, one is that we work very closely with employers. We have an MOU on file with the largest employer of health workers which is the Department of Health, that says that completion of our certificate satisfies minimum qualifications for hiring and employment. Another strength is that we have a very diverse faculty, a faculty that we are very proud of. And we do a lot of faculty development such that a couple of people who were students in our program are now faculty. One is faculty at San Francisco State, and one is faculty at City College of San Francisco. And that is something that we will shout from the rooftops. We are very proud of that. The last thing I want to talk about is the career ladders, since that is the subject of your committee. If you look in your packet, you see this diagram on the left-hand side and it shows a health train, meaning that we are building a system where students can come only for the certificate or they can continue for a Bachelor's degree at San Francisco State on into the Master's in public health or other Master's programs. The key to that is an articulation agreement that we have with San Francisco State that says that when that student after finishing our certificate goes over to San Francisco State, they have already completed a semester of university credit. And I just want to say that I think these articulation agreements are essential. And I really agree with Assemblyman Horton that there are many obstacles to getting these in place. And we need high level leadership from deans and from chancellors and from legislators to make these articulation agreements really work. Otherwise, when the student shows up at the next higher level of the education system, they will be greeted with, well, I am sorry what you did over there has absolutely no relevance. And that happens more often, you know, in polite company we don't like to talk about that, but that happens more often than is good. So we do have this very unusual articulation agreement. And we would like it to be a very usual articulation agreement. Okay. What is required for success. Innovation takes funding. It takes the start up funding and it takes on going funding to develop this new curriculum, which was it's not, you know, the 47 accounting textbook. It's a brand-new field. We are writing the textbook. We received this grant from the Department of Education for 250,000 to develop the new curriculum. That is a lot of up front money. That is essential. Now, to also to start a program in addition to curriculum, you need to pull together faculty, employer, partners, an advisory board. You need to do labor market research. You need to build an infrastructure, the computers, the office space, the desk. You need to do faculty development. After that blast of set up work, there is ongoing work. There is outreach and recruitment so that you get students in from communities. There are student support work. We have students every year who are living in their van, I kid you not, who are living in their van or sleeping in their car. Those students have a more complicated life than Suzy cream cheese average college student. And they need additional support or it won't work. For program evaluation and for job placement, I would say that to run a good program like ours, an outstanding program, you need about a 50 percent teaching load and a 50 percent program coordination. Now, California community colleges are funded at about $2,000 less per year than other community college systems around the country. So what that does is it creates huge teaching loads. If you are a community college faculty and you have a five course load, there is nothing you have time to do besides pull a curriculum off of a shelf and race to class. Okay. You don't have time for all these beautiful research projects, student recruitment, helping the student who is living in the van. You don't have time. And so it, at that level of funding, I would say innovation is almost a non-sequitur. It can't happen. So I would say raising the level of funding is important. So, just by way of concluding, I would like to say that I think the career ladder idea is extremely important. It's very workable. It needs the investment. And we are very excited to be part of this effort. We think the report is good. The community colleges are the place to do it. And we look forward to being part of your work.

MR. HORTON: Thank you very much. Next we will have Ms. Marilyn Oversby, the Dean of St. Francis Career College.

MS. OVERSBY: Thank you, Mr. Horton, and thank you for giving St. Francis Career College the opportunity to showcase what we have been doing for the last 12 years in Lynnwood, California. St. Francis Career College has entered a period of significant change. The challenges of its current operations and capabilities to expand and create an environment for learning in a variety of disciplines and opportunities. St. Francis Career College is best served in such change by defining and confidently pursuing key strategic goals and of the college. St. Francis Career Colleges has the ability to effect a significant student population in the Los Angeles area and play a vital role in the community at large through innovative training and services for local business and corporations. As a result of changing needs of the community, requires significantly more qualified multi-skilled workers and health care professionals, students from broad economic and educational programs are seeking to begin or advance the careers in medical field and occupational careers. The college is positioned to take advantage of this significant opportunity to become a leader in medical and occupational training programs providing one of the most unique educational experiences available in Los Angeles. St. Francis Career College mission is dedicated to nurturing healthy children and families, fostering self-sufficiency and building a healthier community. St. Francis Career College comprehensive programs are designed with special concern for the poor and underserved, to address educational and developmental needs, body, mind, and spirit of our students. We often realize this mission through commitment to preparing students to provide quality and compassionate service and dynamic and competitive workplace, enabling students to overcome barriers to their success, ensuring students achieve the professional and personal goals and assisting students in developing and living their core values in everyday life. The program of St. Francis Career College located in Lynnwood, California, as a nonprofit post secondary school, we are accredited institution wide and programmatic wide. St. Francis Career College began in 1988 as a single licensed vocational nursing class of 15 students, operated in collaboration with Lynnwood Unified School District. St. Francis Career College program has expanded to approximately 500 students, including a broad range of core programs providing certifications and health care careers, occupational careers, professional courses to augment the skills of health care providers, community education courses, and comprehensive support services. Our academic service is composed of eight core programs, those are vocational nurse, where a student can work after completing 150 hours of a CNA and concurrently continue on nursing education. After completion of that program, they can then go into the licensed vocational nurse, registered nurse articulation program which we are in collaboration with East Los Angeles Community College. This is fully funded by private organizations which St. Francis Medical Center is in collaboration with. We also have our emergency medical technician which we just started about a year ago and we have approximately 40 graduates from that program. We also have a career development program designed to provide pre-employment skills, ten management and job skills and orientation to work force given to those who are welfare dependent and then giving them the choice to enter our courses at the college. We have new occupations, office occupations careers and hotel and restaurant management courses, which is in response to those who are not inclined to enter the health care careers. Then we also have professional courses that is geared towards assisting those who would like to continue on and advance their post licensure careers. And then we have our community education programs which is at least similar to your community health worker program. These invite the education to all community for healthier communities and as well as educating those kids in the public sector. We also have a health academy program which is established in collaboration with the Elizabeth School District where we bring in 30 to 60 students a year to have a job shadowing at St. Francis Medical Center, then give them an orientation of whatever career they would like to pursue. And we have job and career fairs. So we have about 52 partners in employment. And we have a very special program what we call the Nassau Reading Program where this is in collaboration with the surrounding public and private elementary schools and serve those elementary students who are not at their reading level. So we have about 20 to 40 students participating in that program. The services that we are most unique in from other educational sectors is that a comprehensive support services that we provide to all of our students. And let me elaborate on that. The comprehensive support services embraces all of our academic programs and becomes the strong ally towards a common goal which is the students's success. The counseling is a process initiated by identifying high risk students, then develop a plan in collaboration with that student on how to succeed in the program. We have almost about 20 percent of our students population come from violent homes and more than half in unstable homes. In these involves consistent follow up of students' academic performance and provision of an immediate solution to any identified problems. Then we have a child care assistance. This supports current child care funds received by our students from government assistance. This assistance is available to students whose AFDC does not cover their child care expense or in some instance need immediate assistance due to a delay in the receipt of that government funds. The national assistance, St. Francis Medical Center awarded St. Francis Career College with emergency funds for students' emergency needs, i.e., we pay for utilities of our students, if they come and say, well, our trigger point would be when we know that the students are not coming to school the first day of that day we will go ahead and call the student, the counselor, and ask why they are not at school. And they will let us know what is going on. Confidentially they would tell the counselor that I didn't have lights or I have no transportation. We bring forth resources to support, to facilitate the students attendance back into the program. An example, again, would be we have one student who lost her place of stay, lost her home, and was not coming to school. So we housed the student in a hotel nearby our college. And St. Francis Medical Center and other funding supported that stay at that hotel in order again to facilitate the student's attendance in our program. So that is our unique services to our students. And then of course faculty facilitation, that exemplifies commitment of our faculty to student success. These involve consistent evaluation of students' progress and provision of an effective guidance towards academic progress. This also involves referral to counseling office should the faculty identify problem that would potentially affect students progress. Then we have a transportation assistance funds available to students who are having difficulty with transportation to and from school, especially if they are assigned to clinical facilities that are far from where they live. Then we have housing assistance. I have set an example about this, which we place available to students who will potentially drop out because of the loss of their residence in their area. Then we have a tutorial remediation program, and I call it kind of an educational development to put a positive connotation into it. Our educational development program supports academic curriculum and those students who are lacking skills and meeting curriculum objectives and we also provide basic skills education and development to those students who failed our matriculation program. And what we do is we enroll them in this educational department program so that they can retest and then be eligible to take our exams. In your packet we would have a program services and we just outline all of our programs and, of course, the support services embracing those programs. According to accrediting commission of career schools and colleges of technology, to keep pace with changing technologies, workers are training for high performance and advanced technology workplaces. On a national scale, service industry growth has exploded while continued economic prosperity has sparked inflation in job market. Leading the pack in projected job growth are health related careers which are estimated to account for more than 1.95 million new jobs by the year 2005. It is clear that educational institutions must respond to the needs of the marketplace by developing new courses, expanding current courses and making changes in instruction to adapt to new demands in the workplace. St. Francis Career College in offering career trainings, is positioned to precisely address the demands of the marketplace through well-designed, practical, intensive career education that will enable students to complete their programs and enter their chosen field in a fraction of time required of a traditional academic programs. In conclusion, I would like to share with you our target market are those who are likely to succeed in a community college or any other four-year college setting, those who are facing significant academic and social and economic barriers, and those who have limited access to academic and career opportunities. Our strategies for student success in that is the provision of comprehensive educational strategies, the provision of comprehensive student support services eliminating barriers to their success, and capitalizing on our experiences and linkage education to health care industry to St. Francis Medical Center and the other health care institutions. The management instructional and support staff are efficient and dedicated to the success of our student. St. Francis Career College is the appropriate state and national accreditation demonstrating compliance with its regulatory standards for each program. The state and national passing rate is 95 percent. And the licensure examination 89 percent, consistently above the national average considering the population that we are serving. Our retention rate is 80 percent and we have a job placement of 100 percent. Responsive to the state changing communities as well as political, economic, social and demographic threads through curriculum revision and program development. I believe that St. Francis Career College is unique in the delivery of its educational services due to the following components. Comprehensive support services critically designed to eliminate barriers to student success. Ability to evaluate student needs and facilitate access to available resources, historical milestone in transforming welfare dependency to self-sufficiency through retention and work force development, career ladder within the curriculum and collaboration with East Los Angeles College, the Lynnwood Unified School District, Department of Children and Family Social Services, Gain Department, the Department of Rehabilitation, and Department of Housing Authority. St. Francis Medical Center looks into the linkages to the integrated services and resources in employment access of St. Francis Medical Center, The Daughters of Charity, and the health care industry. Thank you.

MR. HORTON: Thank you very much, Ms. Oversby. Now we will hear from Ms. Natalee Battersbee. She is the Principal of the Middle College High School here at Southwest College. And I will let her speak for herself. But some of the unique things that she was doing that actually sort of spurred me on to get involved in this Middle College concept, with that.

MS. BATTERSBEE: Good afternoon, I truly am Natalee Battersbee. And I am the very fortunate principal of the high school that is located on the college of Southwest, on the campus of Southwest Colleges. We opened in 1989 and our high school is modeled after the original Middle College High School which is the single most successful alternative school in the nation. It's 27 years old. It is at La Guardia Community College in New York. At this particular time there are 34 Middle College High Schools in the country. So it is a national consortium of schools. Our school is a collaboration between the Los Angeles Unified School District and the Los Angeles Community College District. The Middle College High School concept has a number of things as their emphasis. One of them is the lowering of student-to-teacher ratios through assigning students to college classes in their areas of interest and their areas of emphasis. Secondly, providing a more intimate classroom setting and more personal relationships with the teachers because Middle College High Schools are no larger ever than 500 students. Integrating a career education component throughout the curriculum. And I am going to talk more about that in just a few moments. Encouraging concurrent enrollment in appropriate advanced college courses, which would be considered as advanced placement courses, college courses for these students. Students who are gifted or who are significantly above average are counseled to take classes such as English 101, 102, 103, math 227, math 260, biology 20, chemistry 101, and so forth and so they take some, they take classes that are very advanced. The last one is we are involved in facilitating immediate enrollment in post secondary institutions upon graduation. Our student profile is at this particular, in this particular semester, I believe we have 54 percent Hispanic, 45 percent African American, and 1 percent other. I think one of the things that is a real plus with Middle College High School is that we draw from a very large area. We draw from seven -- I am sorry -- 14 different sending schools as far north as Crenshaw, or rather as far north as Martin Luther King, as far south as the boundaries of Gardena High School, and so it's quite an extensive area. The majority of our students reside in homes headed by single parents. Many of our students are first or second generation immigrants where English is not their first language. Few have parents with an education beyond high school. 32 percent of our students are from AFDC families. 76 percent of our students are eligible for free lunch and there has been a sizable increase in students that are residing in foster homes. In fact, it's 29 percent this year. There has been a tremendous effort to assist our non-English speaking students to grasp the importance of their secondary and post secondary education. Middle College is a Title 1 school and is located in the local district G area. We concurrently have for this incoming semester 324 students, grades 9 through 12. Our attendance patterns are excellent. In fact, our attendance is one of the main priorities of our school. We have many programs and interventions to help youngsters understand the importance of attendance. Our ADA for last year was approximately 98.4 percent. Some of the things that we do in order to help these youngsters understand the importance of attendance is that we have a great deal of counseling services and we stress the importance of attendance not only in their high school classes but in their college classes. Youngsters are aware of the fact that in many of their college classes, the professors will, they will be dropped if they are absent more than three times. Crime are significantly lower in our school than there are in any other of the schools the same size. The results from August 2000 through June 2001 show drug and alcohol offenses to crimes against a person one, property crimes five, possession of weapons zero. We exert an enormous amount of effort to inform students of what we consider Middle College High School decorum. And so often when people visit the campus, they will say these are amazingly well-behaved young people. And I think one of the reasons that our students are so well behaved and that they do exhibit the kind of behavior that we would hope that most of our high school students would exhibit is that we have extremely high expectations for our students. And also we do a lot to bolster the students self-esteem. I guess you might call Middle College High School or say Middle College High School is involved in a series of marriages. And none of them seem to be on the rocks at least at the moment. The first marriage would be between Los Angeles Unified School District and Los Angeles Community College District. The second one, of course, would be between Southwest College and Middle College High School. The third one is a component which is absolutely key and that is the home to school component. We work together very solidly. We have approximately 70 to 75 parents at each of our monthly parent meetings. And for a school of 300 and some students, that is a pretty high percentage. We also work very closely with our community and with the work world. Middle College High Schools have as one of the main components what is called an internship component. And the internship component really is a great plus because it helps youngsters at a high school level to understand the purpose in their education. The internship component is conducted both with Los Angeles Southwest College and outside internship so we have youngsters that are having internships here on the campus. In the science lab we have a lot of youngsters that are involved in science, interested rather in medicine and science and so they do a lot of internship here right here on the campus. We have an outreach of students that are involved in internships in many places in our community. And the importance of the internship is that it allows the youngster really to take some, to take a close look at what it is he thinks he wants to do. I had an interesting thing happen a year ago. I had one of my youngsters came into my office and said, "Ms. B, can I drop that math class I have? I don't need it. And I have already had enough math, and I think it's dumb." And this was I think I guess the third day. I said, "Well, what is the class?" He said, "It's geometry." He said, "and I don't need it and besides it's getting in the way of my internship if I don't have this class, I can leave earlier for my internship." And I said, "What is your internship?" His internship was with Foster Kleiser which is the billboard company. I said okay. He's a very talented commercial artist, wants to be a commercial artist. So, anyway, he went to his internship. I told him he could drop the class. He went to his internship. The first day, came back and was very excited. Second day, the same thing. The third day he was just over, he was so excited because he came back and had an assignment. They had given him an assignment that he was going to draw. He was going to do the graphic art on this particular assignment. And I was very excited for him. I got to work the next morning about 7:00 and he was sitting on my steps. And I said "Good morning. Did you spend the night here?" He said "No." And I said, "Well, what seems be the matter? You look like the last rose of summer." He said, "Well, I decided I didn't want to do this assignment anyway." And I said, "Why not?" He said, "Well, because I don't understand all this stuff he has over here on the side." So I said, "Well, look what does the stuff look like? Let's see it." And of course the stuff was the measurements and the dimensions for what he was supposed to do on his project. And so I said, "Oh, well, that is, you know, you would learn that stuff in geometry." He said, "What if I get that class back? Do you think it would be possible?" And I said "What class?" He said "Geometry class." I said, "I never took you out of it." He said, "Oh, okay." So he got to the door and he turned around and he said, "You knew I needed that class all the time, didn't you?" And I said, "That didn't you do much good if you didn't know." And I say that to say that the internship component is not only of great importance, but it really helps the kids to focus in on the internships. And especially where the youngsters are working here on the college campus, they really help them to know not only what goes on in that particular field in that particular area, but they help them to know what are the best schools to attend, how they should focus their educational career. So it's a real plus for our students. The goal of all of the faculty and staff at Middle College High School is to provide our students with a curriculum that we feel is not only academically challenging, but we hope to educate a total student. We want the students to achieve their own personal success. And the statistical indicators of student success bear out the fact that it's a continuous battle. I think every principal in Los Angeles Unified School District was holding their breath today because everyone knows Stanford 9 scores came out. And I was overjoyed because for the third time in a row our scores went up. That is not an easy task. It is a task that requires continuous work. And one of the things that I think that has been the greatest help to Middle College High School has been the collaboration, not only the efforts of our staff, the constant evaluation of what our high school looks like and what it's doing for kids, but the assistance that we are getting from the college folks. We get an enormous amount of assistance in terms of courses. We now have developed a class that is personal development 20, a class that all of our youngsters take in the beginning when they first come to middle college in the 9th grade. And it really does help them understand what this thing called education, higher education is all about and how to do it and what they need to know and how they need to focus. And our youngsters are doing I think wonderfully well. In a student body of 334 students, more than one-third of our students were on the honor roll. Less than 10 percent of our students were on academic probation and these were students who received two or more F's or D's. We have instituted very intensive intervention measures for our students, one of them having been last year the Elsa Academy. The other one is the colleges, not learning, the college's learning center. And it's been wonderful for those youngsters who are taking college courses. I had one of the youngsters say to me that he felt that one of the most important things to him that had helped him to achieve his accomplishments of gaining, of earning his AA degree and his high school diploma was the fact that he said most of the college professors he had as well as the high school professors gave him the yes-you-can attitude. I think that that has been what is so outstanding. We monitor the progress of our youngsters as they take the college courses. Our high school teachers are involved with college teachers in the same department so that we are aware of what is going on with the youngsters. We are aware of the fact that at times they need help and what we need to do. We are also networked into the colleges system so that we are able to look at the student records. We were very pleased this June to have 17 of our students from Middle College to graduate from, we had 84 graduates and of the 84 graduates, 17 of them graduated simultaneously from Middle College High School and from Los Angeles Southwest College. So 17 of those youngsters earned their AA degree at the same time they earned their high school diploma. That is an outstanding feat for them because let me tell you, it took an enormous amount of work, but it truly does show you what can happen if in fact you have two entities really willing to work together. We had additionally about 12 other students that had 35 or more units. And so when those youngsters go into college, they will almost be finished with their AA degree. The lady walking in the door happens to be one of the ladies that has done some enormous things to really help Middle College High School students. It is amazing what you can do. UNIDENTIFIED SPEAKER: I didn't rehearse that, I promise.

MS. BATTERSBEE: It is amazing what can be done if you truly will break down barriers and begin to talk between these educational institutions. Our local District G just had a staff development of four-day staff development. And one of the things that we talked about was the fact that the four levels from elementary, middle, high school, and secondary or college absolutely need to discuss and need to talk all the time about what it is that students need to know, what is it that industry is looking for, what is it in fact that we all need to do to help each other as opposed to feeling that we are compartmentalized. And this one is here and never the twain shall meet. We have found that Southwest College has been so willing in some departments to really work very closely with our students. They have not only allowed our youngsters to link being self-sufficient with being self-supporting in terms of preparing themself for their post secondary career. We have been very diligent with keeping that up on our students. And so our graduation rate is about 97 percent. It dropped. It dropped somewhat this year. Our students are increasingly going to four-year colleges and universities. And the reason for that is that they are finishing much of what they have to do at the community college level while they are still in Middle College High School. The wonderful thing about the way this collaboration has worked is that those youngsters who never would have even considered college are in college and once they finish, it's simply the natural normal thing to continue going to the college where you were. It's very interesting because even those youngsters who have been successful in applying to four-year institutions and getting into four-year institutions oft times have felt very comfortable with staying at Southwest for that extra year to finish. I had a group of students some years back, a couple years back to finish with Professor Pat Lewis in the TAP program where they went through honors with Southwest College and then went right into UCLA. It's really wonderful to say that all of those youngsters that were in the TAP program are now graduated, all of them graduate with honors. And the interesting thing about it is that five of them are teaching. And I think that says a lot about the education that they received. I guess in closing, the thing that I would say is that Middle College High School works and it is an example of what happens if entities will really put their minds together, their hearts together, put their egos and their fiefdoms aside and really begin to be concerned about the student and work together. We are hoping to do much better this year than we did last year. We have met our API. And I think that the only thing Middle College High School needs now is a little more help and a little more financial help. That is where we always fall short. And I can't say enough about a program that has done this for young people who possibly would not have gone to school. And I will close just by saying I had, my accreditation committee came last year. Our school was accredited. And we had all these wonderful youngsters come back and talk to the accreditation committee. And they told all these amazing stories. The kids from past TAP program came back. And all the kids had done all these great things. And I had one student whose name was Tim come back and he stood up and he said, he said, "Well, everybody is graduated and done all kind of great wonderful stuff because Middle College has helped them to do all this, and L.A. Southwest," he said, "but I haven't done all the things they have done and I haven't done, I guess you know I am not a teacher, and I am not in medical school or in law school like some of them are," he said, "And I guess maybe you could say Middle College and Southwest haven't done much for me," he said, "Except for the fact that most of the guys in my neighborhood are either dead or in jail. And I am alive. And I may not be graduated, but I am in school. And I have just got one more year to go. And if you wait one more year and come back, I will be one of the ones who graduated." (Applause)

MR. HORTON: All three of your programs are, I appreciate the audience applauding because that is really what is deserving of the programs and I think your programs are exemplary of what the career ladder concept is all about. And one of the things that I seem to hear as a thread that was kind of in-between every one of your programs is collaboration, breaking down barriers, and that type of thing. And the question is, how do we deal with that from an institutional perspective and how do we get that, how do we accomplish the things that you have accomplished on the statewide basis, because I can share that. Many members of the assembly would be excited about funding these types of programs. Whereas they may have some reservations about broad based funding because the broad based funding for some reason in the minds of these individuals is not the same as the success that you are having individually. But I would like to ask my associates if they have any questions at this time.

MR. LEE: Principal Battersbee, you talked about the different marriages that take place here at the Middle College High School. I mean LAUSD and LACCD, Southwest and Middle College High School. I don't know exactly who governs your school, but what could the community college do to foster partnerships like this elsewhere?

MS. BATTERSBEE: One of the things the community college district has done is that of course we are involved in, the state has offered the start up funds for the Middle College High

Schools. And I have been instrumental in working with about five of them because we have that I know of five right now that are brand-new. I think one of the things that would help is if we had someone more at our local level who could be sort of on a consultant or an advisory basis. I think that is one of the issues. I think the other thing is that Middle College High Schools need not only start up, but they need some ongoing funds, because with a small school, with the way our district funds schools, it's funded according to ADA, so if it's a small school, they have much more difficulty sustaining many of the programs that they have because of the fact that it's a small school. So that is two areas. And I think maybe just facilitating more dialogue between secondary and post secondary individuals that are interested this doing this kind of thing to let them really know what the value is of this kind of thing because as quiet as it's kept Middle College High School is probably the best kept secret since sliced bread, not that many people know about its existence or what kinds of things it's been able to do. And this is true nationally of the Middle College High School programs.

MR. HORTON: Thank you very much. That concludes this panel. Our next panel, as we give the court reporter a break. As is pointed out earlier, we are in competition with the countries throughout the entire world. And the technology advancements that have been made in our society has created new jobs and new opportunities. And the question is can the communities colleges address the new technology of the 21st century. What I would like to do in addition to the panel that is coming forth, I would like to ask Julie Kornstein to come forward and join this panel and from her perspective as a member of the Board of Governors as well as a school board member in her own right to kind of give us her overall perspective as part of the conclusion of our presentation today. With that it is my pleasure to introduce to you Mr. Nick Kremer. He's the dean of Cerritos College Community, Industry & Technology; Dr. Felix Aquino, President of the Center for Education and Technology, San Diego Community College District. And we heard earlier some of the challenges that we have in San Diego, especially in the nursing profession and addressing the bilingual situation so that we have not only developing individuals who can matriculate into the work force but can also address the needs of the ethnic diversity that exists in the area. And with that we will, we will start with Dr. Aquino. I am sorry, right here. I didn't see you over here. I was wondering where he was, Mr. Kremer. I will tell you if I don't see you, I am going to roll.

MR. KREMER: Okay.

MR. HORTON: Can we lower the lights, please.

MR. KREMER: Prepare this presentation. Am I on?

MR. HORTON: No.

MR. KREMER: Well, let me go ahead and try and hope that it comes on. I prepared this presentation over the last few days. And I ran through it last night and I hit about 25 minutes. And I said, well, if I talk fast, I will be okay. And then in the wisdom of morning light, I prepared a short version.

MR. HORTON: Thank you very much.

MR. KREMER: I am now going to quickly go through the short version.

MR. HORTON: Disregard that.

MR. KREMER: I will try. I simply wanted to address the issue of career ladders from a campus perspective as a dean of the college and dealing with several of the issues, share my thoughts on that. There are lots of existing efforts. You have heard them, talked about. I do want to touch on a couple of specific efforts that existed at Cerritos College of one of those the bilingual vocation demand, vocation excel program targets immigrant workers, teaches both technical skills and language, provides both training for individuals to get a job and really most of the people in the program have a job, but they are seeking a better job in their first language which is in this case Spanish is used as a tool. In the packets that you were given, there is an excellent article from the L.A. Times that describes this program in depth. We are also involved in a collaborative project with Gateway Cities which is the Southeast area of Los Angeles County, which is Southwest Los Angeles County. This program provides a type of career ladder. It's a collaborative project. I will share with you who the partners are momentarily. It is addressed to people who already in the field needs skills to move up, particularly in the area of computer interactive, machining. It also trains new entrance to the fields, who fill the positions of those who move up. And then finally, it is to recruit youth into the machining field, manufacturing, and machine tool, and machine tool, our fields simply don't appeal to youth. The goal is to develop and train for a number of people over the next two years. It's funded by the Department of Labor. And I am going to skim through the next slides concerning that project. It is collaborative. These are the partners. Certainly employers drive it. There are five community colleges. Some of my colleagues from Long Beach and El Camino are here in the audience today. It is in cooperation with a Work Force Investment Board of Southeast Los Angeles County. Gateway Cities partnership of the 27 cities in the area is the economic development entity in both USC and CSU Long Beach are involved. These are some of the kinds of joint activities we are doing. I am not going to go into them in detail. The point, of course, of the collaborative is that individuals enhance their skills and the quality of their lives, not who provides that opportunity whether it's the Work Force Investment Board or the community colleges. The point is the potential students consider enrolling in machining program. The point is not which college they enroll in. And the point of the collaborative is that a trained work force is developed for employers, not which college turns out the people, but jointly the goal is realized. I need another new battery here. I am going to now, collaboration offers a number of challenges in the copy of my remarks that you have, there are several slides that talk about the challenges of collaboration. I am going to skip those and go directly to the recommendation from the framework and make a few comments about those. One of the framework recommendations was technical assistance in professional development for the colleges. I want to just suggest some of the topics that those might cover. I think the knowledge and the tools of project management are very under utilized in the colleges, and certainly in collaborative projects these are very important. So I would suggest project management is one topic for that profession development. Collaboration itself is a very important topic. It is something that basically we are all, we know we should do, we do a little bit of. We are kind of afraid of it because it's collaboration, gaining things or is it giving up things. So what are some of the best practices and collaboration, what are the pitfalls, how can we make it work. Those are important areas for professional development. I think the whole notion of career development in advancement is one that we need additional insight into. I think our mind set is that people come to us at a certain point, they learn a set of skills and they leave and we never see them again. That does not deal with the reality of lifelong learning. And we need to have more understanding and insight into that through professional development. Finally, work itself has changed dramatically. Many of us in the colleges have not been in the world of work outside of colleges for 15 or 20 years. And I am not sure that we have a full understanding of what teamwork means, what serving customers means, how responsibility has been pushed down to the line level. So professional development and understanding that in the nature of work today I think is very important for colleges so we can share that with our students. Let me say a couple things about performance measures. And I may say a couple of things that I am going to live to regret. In looking at the framework document, there is discussion both of outcome measurement and an activity measurement. And I frankly don't feel the framework document is clear enough on the difference between those two. They are both important. The danger is I think that activity measurement is something that colleges are very good at. How many students attended an orientation session, how many students did we teach to do resumes, we can count that kind of thing up easily. But I think what the committee is probably interested in and what the legislature and the State of California is interested in is outcomes as a result of these activities, what happens. So I would suggest that in a performance measures, very careful attention, outcomes I mean scares us in education sometimes because we can count activities real easily. We are good at it. The outcomes are a little bit scarily, but that is where we need to be. By the same token, we need to have careful and thoughtful definition of outcomes. In the vocational ed. system currently in the community colleges, we have the following outcome measures, we have one called skill attainment, one called completion, and one called placement in jobs and retention in those jobs. The completion measure is very tricky because it's defined, primary as a completion of certificates and degrees. And the reality is in some of our programs students come. They are successful at learning skills. They get jobs. They get promotions. But for whatever reason they choose not to complete certificates as we have defined them. They have completed their personal goals and they are successes, but the way we are dealing with completion right now is a little bit tricky and deceptive and probably not fair to us. So when you are defining outcomes, they need to be done thoughtfully and carefully and make sure they capture the reality of what is going on. Best practices, the framework document recommends best practices. We have heard several of them today. There are many promising practices. The trick is to establish criteria as to what our best practices, why are they best practices, capture those, document them and disseminate them. I do just want to add the caution that when I look at best practices, they inform what I do, they are not a mold which I follow by the letter of the law, in other words, one size of shoe does not fit all. A subtext I think in the framework, but it isn't discussed that explicitly, is if you are going to produce this kind of change, you need to have some kind of incentives for people to do it. Funding is obviously one of those. Performance measures showing that your success is going to be how your success is going to be measured. That is, of course, is a kind of incentive and then to the very crucial role of leadership and the valuing and recognition of establishing career ladders and of the kinds of collaborative activities that we have discussed. I want to take a moment to discuss the dangers of a new program. The first three are kind of all say the same thing. In new programs sometimes there is a danger of reinventing the wheel, not looking at existing efforts, kind of or looking at them and ignoring what has been learned and just plunging forward saying I am going to do it my way, certainly I have been guilty of when I have started projects. And there is also kind of a devaluing of, well, it wasn't invented here and, you know, for the sake of something new, we are going to make it new. So I just want to encourage the field as we look at this not to make these kinds of mistakes. I finally want to caution, I do have a concern that in establishing career ladders, it may be done in a manner which it dismantles existing programs that are working. We got an excellent system in place in terms of economic development programs that help employers, help them create jobs. We have got a good system that serves students and prepares the work force. And then career ladders will be a real enhancement of that. But I urge that we are careful and not throw one out in order to achieve the other. Both of those are needed. I wish you the best of luck with your task. And if I can offer any further assistance, please call upon me.

MR. HORTON: Thank you. You have been very helpful. Dr. Aquino.

DR. AQUINO: Is this working? Yes. How about now? I would like to add my thanks to the select committee. I would like to add my thanks to the other, my predecessors to the select committee for allowing me to address the committee on this issue. As you said earlier, I am the president of the San Diego Centers for Education and Technology. Many of the people in the room might not recognize that name because it's brand-new. It used to be the Continuing Education Centers of San Diego Community College District. And in May the board in recognition of the changing role of what we do authorized this change to Centers for Education and Technology. My remarks are going to be a little more global and a little more abstract, more or less talking about, you know, what it's all about more or less and using some select examples from what we do at the Centers for Education and Technology. It is no secret that changes in technology are transforming industries and ultimately entire economies. Every day we see examples of how this is happening on a global scale. Of course, California has been a leader in this transformation. One can argue that the innovations that have come out of and continue to come out of Silicon Valley have been one of the engines of this transformation. Our aerospace industry even in this post Cold War time is the envy of the world. Our film and television industries are worldwide leaders in the application of new technologies to their productions. Today literally if it can be imagined, it can realistically portrayed on the screen. I should add that overseas film and TV sales add significantly to our national balance of trade. Finally, in my home area of San Diego, biotechnology is becoming increasingly important. All of these areas that I have just mentioned are some of the reasons that California boasts the six largest economy in the world, an economy that has a global reach and a global impact. These transformations are not just limited to the high technology sectors. Even traditional low technology areas are being transformed. At one time in order to repair an automobile engine, one needed to have a fairly simple theoretical understanding of three or four basic systems, how a carburetor works, how a distributor works, how a cooling system works. In the last 15 years, cars have become so complex with electronic ignition, fuel injection, anti-lock breaking systems, micro-processors and constant velocity joints, that I no longer bother to stick my head under the hood of a car because I won't be able to make heads or tails of what I see. These days an understanding of how a car works requires a fairly sophisticated theoretical background. At the San Diego Centers for Education and Technologies, we no longer train auto mechanics. We now educate automotive technicians. These technological transformations in the way we do business are being replicated across our economies, across our economy in areas such as hospitality, the hospitality industry, airlines, telemarketing, health care, and in a whole new area of economic activity, the Internet. One of the most obvious implications of this trend is one that we have discussed earlier today is the need for a trained work force, but not necessarily one with four years of college. Experts project that three quarters of all new jobs will require more than a high school diploma, but less than a Bachelor's degree. The role the community colleges can play in this is obvious. According to labor analysis for most of the high growth occupations, both current work force and entry level workers will require more specific and technical skills. The acquisition of these new skills and updated training are essential if the work force is to remain competitive for these new jobs. A survey conducted by the San Diego Work Force Partnership in collaboration with the California State Employment Development Department found that employers are attempting to recruit computer literate workers familiar with modern communications technology such as the Internet. The survey also found that employers are looking for employees with skills and problem solving, critical thinking and Internet personal relations. The problem is that we don't have all the qualified workers we need. Indeed, the lack of a qualified work force is one of the brakes on our, on the economic growth in many areas of our state. And we have already mentioned about the fact that there are instances where companies have had to import skilled workers because none were available locally. At the same time this is occurring, large sectors of our work force continue to be out of the educational and economic mainstream. That is the contradiction that we face as a society in this state. The decline in relatively well paid manufacturing jobs with a concomitant rise in service sector jobs has widened the gap between rich and poor. Information age jobs in computing, biotechnology, software and communications are increasingly in demand, but among the hardest to fill given the skills and training preparation of a large proportion of California's work force. At the same time there are many Californians, what -- sorry. Let me take the example of Central and Southeast San Diego, home to a quarter of the city's population. Recent statistics indicate that the poverty rate for this area is over 40 percent higher than that of the city as a whole. 54 percent of the adult residents of this area have a high school diploma or less. Indeed, 30 percent have not even completed high school. 40 percent of high school non-completers for the city as a whole are concentrated in this area. It takes little imagination to see that a great number of the residents of Central and Southeast San Diego and places like it in other parts of our state is ill-prepared for the new information economy and is ill-equipped to make any significant contribution to the overall economic growth of California. I believe that the best way of confronting this issue of work force training and the bifurcation of our economy into haves and have nots is setting up our noncredit and credit curricula so that they flow into each other, that is we create ladders. Thus, we may get a recent immigrant with little or no English language skills or a high school dropout. After successfully exiting our noncredit ESL or high school programs, these students could enter a noncredit vocational program. Upon successful completion of this, the student can enter the work force and or transfer into a community college degree program. We at the San Diego Centers on Education and Technology have a long history of providing training and educational opportunities to disenfranchised populations in San Diego. We are the last best hope for so many of our students. In the past 20 years hundreds of thousands of people have benefitted from the vocational life skills programs offered through our ten campuses and over 300 offsite locations throughout San Diego. We offer ESL and high school programs. We also offer 24 vocational programs in areas ranging from welding and metal trades to automotive technology, to electronics to highly sophisticated software and graphic design. Our programs and services are designed to take people from wherever they are and take them to where they need or want to be. As a constituent institution of the San Diego Community College District, it is relatively easy for us to set up articulation agreements between our noncredit vocational program and the credit vocational programs at City, Mesa and Miramar Colleges. These efforts have borne fruit. Every year the Centers for Education and Technology sends some 3,000 students to the community college district credit program. This is the equivalent of over 5 percent of our credit headcount in a given year. We also have a very successful job placement program for those vocational program completers who wish to go directly into the work force. And we also have a very active system of upgrading of the skills of people who are already in the work force, for example, in our high end web design courses and programs, approximately 30 percent of those students already have Bachelor's degree. I feel that what we are doing in San Diego is only a start. In San Diego and across the state we need to correct our curriculum so there is a seamless transition or ladders between developmental and vocational education, between noncredit and credit programs, between community colleges and four-year colleges and universities. We need to do this for the most prosaic reason of all, self-interest. Unless we can assure that there is a skilled labor force to drive the economic engine that is California, we run the risk of a decline of our overall standard of living. It is also not in our interest to have a permanent population of have nots. I am committed to advancing this process within the Centers of Education and Technology and in the San Diego Community College District and would welcome the opportunity to contribute to this happening statewide. I thank you very much.

MR. HORTON: Thank you. School board member, Julie Kornstein.

MS. KORNSTEIN: Thank you. As you may have figured out already, I am not as prepared as the gentleman here or the prior speakers. And I have enjoyed everyone immensely. It's been a real education for me. And all I really did was jot down some ideas and thoughts as I listened to other people speak. It's amazing as I hear you speaking how many of the things that I am going to mention are a part of what you just said. Well, let me just begin by telling you just a little bit about myself. I also a product of not only L.A. Unified but L.A. Valley Community College, came out of high school 17 years of age, a child. I needed some time to grow up, wasn't ready to move on to a university or state college and chose to go to Valley College. And it was wonderful, great, great experience for me. I met my future husband, married, started a family immediately, continued going to college because I had babies, diapers, bottles, and at some point worked part-time, had three children. It took me ten years to get my Bachelor's degree. But I did it. And I got my elementary and my secondary credentials as well. And so community colleges do wonderful things for people in many different ways. Our community colleges play many roles in helping our society. We are of course very focused on transferring students to a four-year college or university. But we must keep in mind that many of our students come out of cultures of poverty. Many of our students come out of cultures of poverty. They do not have the luxury of going to a university for five or six years because they don't have parents who will support them or can support them. All right. That is very different than generations ago, students that went on to college, parents supported them. They are often parents themselves. They need to be trained, receiving certificates in a field that will pay a good salary. And then they can more often than not return to school to receive their Bachelor's degree at a later date. An interesting twist, and you mentioned it just a few moments ago, to the four-year degree, we have students who have already received a Bachelor's degree who cannot find a job who returned to our community colleges to receive a certificate in a variety of areas. An example would be the computer animation industry. They are able to immediately get a job in the film making industry, I mean before they even finally complete their certificate. So we don't get credit for reverse transferring from a Bachelor's degree back to community college, but that often happens. The community college system is really the perfect model for economic development for the State of California. And it is important to understand we have moved from vocational education/menial jobs to career/technology education. We need to train and educate students to go into high paid, high demand fields so that they no longer have to work at McDonald's or pump gas. We must stop being elitist in the belief that only a four-year degree will enhance an individual's well-being and economic security. We want students to have every opportunity to receive their Bachelor's degree, but there may be many steps they will need to take to get there. The career ladder approach will help facilitate this. Our community colleges are the hope for the future for millions of students and the State of California. Our community colleges can be the key to the economic development of this state. The community colleges must receive recognition as well as credit for work force development equal to the numbers transferring into a four-year college or university. Okay. Let me repeat that one more time because it's really important. I think many people here understand what I am saying. The community college must receive recognition as well as credit for work force development equal to the numbers transferring into a four-year college or university. I would like to also see an aggressive career/technology education program in our high schools as well. This should be the entry level for the career ladder approach. Unfortunately it is true currently our vocational educational programs are virtually in the process of being eliminated. It's been years and years and years of adding more academic courses for university requirements. And when the state at a different time when there was an economic problem, the vocational educational courses were cut out. And they really hardly exist anymore. And let me remind you by the way that I am having been trained as a teacher and on a teacher's salary today, I find it almost impossible to afford to hire a plumber or electrician, because they make more money than I do. Let me just mention one other thing that I helped to develop a program between L.A. Unified School District and the L.A. Community College District, as well as the Santa Monica College District where high school students can go to any of the community colleges and receive both high school graduation requirements as well as college credits. We had been doing that sporadically with different colleges and high schools, but now it's systematic. And this was very important because in L.A. Unified, over 73 percent of our students are at the poverty level. And by doing this, we are really encouraging them to begin their ladder into the college system. They do not have to pay for tuition or for books so that was an important, by the way, also just statistically our students, 45 percent are limited English proficient. That means they come to us not speaking very much English at all. And we have over 720,000 students, K through 12. So it was mentioned earlier the shortage of nurses which we hear a great deal on the news. And to keep in mind as well, we know that we have a major teacher shortage and we can begin at the community college encouraging students to become teachers, we can get them out into the schools doing tutoring. They can become teacher assistants in our schools while they are going to college. And when they get paid and L.A. Unified we have a career ladder for teacher assistants to become teachers. And that would be of great help. We know if in the State of California over the next ten years we are going to need 300,000 new teachers. That is my little speech for the day. Thank you very much.

MR. HORTON: Thank you very much. It's very insightful what you bring to us today. The success that is happening at the, here in San Diego at the Career for Education and Technology Development and the information that Dr. Kremer brings about the complexities of collaborating and how do we go about doing that. That may very will be the first step. The successes all seem to point back to the need to collaborate and for individuals to break down the various barriers that exist out there that began to work together. I would only share the caution at the same time that history is a very interesting thing in that it has a tendency to repeat itself and what also seems to happen in the scheme of history when something is being invented or created or an idea is being discussed as it is here, others are thinking about it as well. And generally the person that gets to the starting line first is the person that wins the race. And I only say that to say that the UC system might very well see the value of addressing this middle education for middle class America and begin to develop programs to make it happen, which at a time if that was to occur would be inherently dangerous for the State of California and create just so many problems, but it's something that I would caution the community colleges that we as a community college need to focus on breaking down those barriers, addressing the needs, reproducing the success stories that we have throughout the State of California, addressing the systemic problems and the interrelationship problems that we have and just pulling together something that really works. With that, I thank you very much. And I want to ask the vice-president of board of governors Patricia Seivers to come to the mike, if she will, and share with us her thoughts at that same time to invite the audience, anyone in the audience who would have any questions or any thoughts that they would like to share with us at this time to proceed after Ms. Seivers comes to address us.

MS. SEIVERS: This is unexpected. Thank you very much. I appreciate what you said in regards to, I like the panel I like the hearing and what we've heard so far. But when you talk about the California community colleges, one of the main issues and I said earlier really is funding. We have various programs as far as economic development. We have various. We have various. We have various programs within the community colleges that serving economic development that is what we are very strong in that. No. 1 problem, it does not have a story to the legislators and also to the public who don't understand what we do because we have been doing this very well with a limited budget. The second problem is funding. And I know I am not a person who says throw more money at it, but the idea is funding, right now we are funded and it is soft money. It's categorical. So when we put out the money or want programs to happen we put RFAs, request for applications. Those who write the best grants or best proposals will get the money in those various areas in regards to what we are looking for. If the state legislature really wants economic development to be really a key issue and really to be sustained and to grow, then we need the money in our base. The funding should go into the base and not year by year by year. We asked this year for 50 million. We got 45 in an economic development. And the governor decided to put $5 million into nursing and we understand that because there is a need. What we need to do and I will say earlier in regards to funding, perhaps what we need to do is look at how we did Partnership for Excellence. We need to look at performance measures and accountability and what is expected for accountability from us. And maybe that is something we need work at. And I think maybe by working with that we may be able to convince the legislature to put economic development funds in the base. So I am just saying if that can happen within the system, I think we could do that. I just thought of, it was something we talked about a different way of funding because what we found in many of those programs are going to serve the areas of the state. They are really not going all over the state because the funding is not there. And it's put off in a categorical kind of situation RFA what we call them. The other item is that we need to, the master plan is being revisited. Right now it has been a K through, it's been a higher area, master plan for higher ed. Now you know their master plan has been revisited and to have a K through 12 through university which would mean you have a master plan for education in California. Some of us are talking about and Julie mentioned it earlier, what we are talking about is expanding the transfer. There is academic transfer. We do it very well, but we also transfer into the work force. I think that is what you need to see. We do that very well. We have students who come to the colleges to take five or six courses. They go and make $50,000 out in the work world in the real world. So I am saying that we need to look at redefining, not just redefining, I don't want to say that because that panics people, but to expand the concept of transfer. And I just want to make this pitch for the board of governors. We are at our next board meeting which is in September, the second week in September on the Tuesday we are having a four-hour session on the master plan. And one of the things we are talking about is to this whole idea of how can community colleges expand or be more understood within the master plan, and how can the idea of a transfer be expanded. So that is one issue. I have a lot of ideas. And I don't think you want me to talk forever without a mike, but I think that I appreciate the opportunity and I appreciate you very much representative Assemblymember Horton very much and thank you. Glad I didn't make that mistake on the mike. I hope they didn't write that down. Does she write down everything? But I just wanted to, I just wanted to know, this board is very active in regards to economic development, this new initiative. There is something that you said and that was said by Representative Kremer that helped us in regards to this new initiative that we have been working on. We held hearings, too. We held hearings north and south in regards to economic -- really work force developments initiative, because economic development is a big banner and that under that you have work force preparation and under that you have career ladders. So we are doing one segment of it. But I think that another, I think that we are very glad that you have pointed that out and hopefully we can work together. I know I talk too loud. I do that. I am very passionate about this because I am teaching in the community colleges for 25 years. And I have taught 14,000 students. And my students are all over. And I am saying that we are very passionate, but so I will sit down. That is what you get for calling me. Thank you very much. Thank you.

MR. HORTON: Thank you very much. In closing, I want to extend my appreciation to all the presenters here today and to the audience and to my colleagues who will come and their representatives who have come in the place of many of my colleagues who are just genuinely and fundamentally interested in advancing community colleges. We all feel that it is a very, very important but not only important to the students, I think it's important to the economy of the State of California. And I think your role is to be defined. And that it is being redefined even though as uncomfortable as that word may be, as our society itself is being redefined, the population is being redefined, the job market is being redefined, when they come up with terms such as new economy, when they come up with terms such as bilingual education and so forth. All of these are new definitions and the community colleges is being redefined. And the good thing or the good part of the story is that inadvertently or intentionally you are doing the job. We just need to get the recognition for the job that you are already doing. And if we get the recognition for the job, we will get the funding in order for you to continue to do the work that you are doing or to do it on a broad based perspective. But let's not lose sight of this term redefining. I think this is an important term, something we should not be afraid of. Career ladders is a redefinition of community colleges, collaboration between the private industry, corporate America, local government entities is a redefining of community colleges and what they can and cannot do. The returning the continuing education aspect of community colleges needs to be defined, where individuals are graduating from receiving the bachelor degrees and returning back to the community college so that they can now get a job. And so that is getting mixed up into the statistical data that says you have to have a baccalaureate degree in order to get a good job, and then bringing you just to the definition of what is a good job and so forth. Statisticians, everyone is saying what the middle class in the State of California is dwindling. And there also is a fact that we are recruiting more skilled workers than we have ever recruited before and more unskilled workers than we ever have done before. And that is internally dangerous to the economy of the State of California. And I think the community colleges can address that problem and begin to turn those numbers around. You are doing a good job. Keep doing it. Keep up the good work. Let's see if we can get a system that is broad based that let's see if we can define that broad based system and let's see if we can tell the story to the appropriate parties so that you can get the adequate funding to continue the work. And I think that is what needs to happen. Assemblywoman Pat Wiggins' representative is here. I would like to invite him to have a closing remark if he would like on behalf of the Assemblywoman and with that, Mr. Mc Neil.

MR. MC NEIL: Thank you. Yes, and I just kind of want to build on that. I think the community colleges may be the most important component of our work force development system. It's really it's the only one that addresses every walk of life. You are getting people from graduating from high school, out of place workers, people who are going on to a university. So it provides that vehicle, but I don't think a lot of people realize that and building on with a lot of what Mr. Horton was saying about the jobs that are out there, I think we need to do a better job in marketing what the community colleges are doing and the jobs that people are getting as they complete an AA degree or certification. You know, a lot of people don't know the construction industry. You know, everyone thinks it's a hammer and a nail, but, you know, there is a lot of things that go beyond that. I mean people who start in the construction industry may end up doing architecture or engineering, but people don't realize that they just see a construction academy and in a high school who is a kid who is just going to be a hammer and nails, you know. The health care industry is the same way. I mean if you are learning, you know, the nursing industry, maybe that person wants to become a doctor some day. In the automotive industry, everyone thinks it's still the wrench and the screwdriver, but these people are making a lot of money. And, you know, it's interesting. Last year I went to an auto mall in Roseville, which is just out of Sacramento, for an ROP visit. And the technician there was making over $100,000 a year. He, you know, he works long hours, but he was the only one in the area that knew how to work on the hybrid vehicles. And I just thought that was just really amazing. Here is this guy who, you know, most people think is just, you know, low paying job was making more than I ever will and, you know, it's just amazing. And I don't think people realize that. So maybe we need to do a better job of marketing. Maybe the legislature needs to do that. You know, I don't know. Have some comment on that at some point. But we just need to do a better job of that.

MR. HORTON: In closing, our next hearing is scheduled for October 3rd. It's in San Francisco, beautiful City of San Francisco. I would like to invite you all to come out and attend. We will be in communication with you in that regard. And the charge and the responsibility is yours. You are charged with an awesome responsibility of trying to get legislators who come from various different backgrounds to understand the necessity for your industry as it corresponds to funding. And I stand in support of those efforts, but certainly encourage you as a group to continue to work together collaboratively, even in marketing and conveying this message to the legislators and those all of who would listen who have funding in order to help you accomplish your goals. With that I thank you very much. And let's look forward to seeing you at our next hearing. Thank you.

AGENDA

Hearing of the Assembly Select Committee on California Community Colleges/School to Career

Information Technology: Preparing Students for IT Careers

December 6, 2001, 9:30 – 12:30 p.m.
Pasadena City College, Community Education Center, Multipurpose Room
3035 Foothill Blvd., Pasadena, CA 91107

Welcome and Introductory Remarks 9:35-9:40

- **Assemblymember Jerome Horton**, Chair, Select Committee on California Community Colleges/School to Career

Introductory Remarks 9:40-9:45

- **Assemblymember Carol Liu** – Vice-Chair, Select Committee on California Community Colleges/School to Career
- **Other Legislators in attendance**

Business and Community Panel 9:45-10:45

Members of the business community will discuss the types of IT jobs available and the level of workforce training needed to fill these jobs. They will discuss what skills students currently bring to their companies and what skills are needed.

- **Sandra Sales, Department of Information Technology** (to discuss general workforce needs of CA businesses in relation to IT)
- **Tim East, Director, Corporate Treasury, The Walt Disney Company** (to discuss how well their workforce needs are being met, what opportunities they have for trained IT workers and what the CCCs could do to best prepare their students for entertainment industry jobs)
- **Dlorah Gonzales, Director of Employment, California Institute of Technology** (to discuss how well their workforce needs are being met, what opportunities they have for trained IT workers and what the CCCs could do to best prepare their students for science related jobs)
- **Curt Augustine, California Coalition for Construction in the Classroom** (to discuss how well the workforce needs of his clients are being met, what skills they would like to see applicants obtain, and how the community colleges can best prepare students for jobs)
- **Gina Frierman-Hunt, Women at Work** (to discuss from a community perspective what sorts of training/education is desired by workforce)

California Community College Panel 10:45-11:45

Representatives of the community colleges will discuss the resources currently available in information technology and what is needed. They will discuss obstacles to preparing students for the IT workforce and suggest solutions to minimize those obstacles.

- **John Avakian, Director of EDNet Initiative for Digital Media, California Community Colleges** (to discuss what the colleges are currently providing and what resources and/or structural changes may be needed)
- **L. Joyce Arntson, Educational Coordinator, Business and Computer Information Sciences (CIS) Advisory Committee, California Community Colleges; Professor of CIS; Irvine Valley College** (to highlight IT programs that serve students well and offer it as a model for other CCCs)
- **Sam Weiss, Past President of the Faculty Association of California Community Colleges** (to discuss the integration of computer technology into community college classrooms and present the viewpoint of faculty and students)
- **Patricia D'Orange-Martin, School to Career Tech Prep Coordinator, Pasadena City College** – (to discuss the profile of students who may be taking computer courses, linkages with K-12 system, and ways to enhance the computer training that is already offered)
- **Dr. Joe W. Conner, Director of the Math/Science Upward Bound Program, Pasadena City College** (to discuss linkages with the K-12 students and the integration of computer technology into community college classrooms)

Public Commentary 11:45-12:15

- Members of the public, who have filled out index cards available at the registration table, will be called to speak for 2 minutes each.

Legislative Proposals and Community-based Solutions 12:15-12:25

- Legislators will discuss any legislative proposals or community-based solutions derived from the hearing.

Closing Remarks 12:25-12:30

- **Assemblymembers Jerome Horton and Carol Liu**

BIOGRAPHIES OF PANELISTS

- *CURT AUGUSTINE*

Curt Augustine is Executive Vice President of the California Coalition for Construction in the Classroom. He has served in this capacity since March 2001. Before joining the CCCC, Curt served as the Director for Administrative and Information Services for the California Department of Consumer Affairs and was the head of several regulatory agencies within DCA. Additionally, he has twelve years of private sector experience in the information technology industry.

- *JOE W. CONNER*

Dr. Joe W. Conner is an Associate Professor in the Life Sciences/Allied Health Division of Pasadena City College, Pasadena, CA. He teaches General Biology and Marine Biology. He is the sponsor of the International Club of Marine Biology Scholars. Dr. Conner received his BS in 1973 in Biological Sciences, at the University of Southern California, Los Angeles. In 1980 he received his Ph.D. in Biological Sciences, at the University of California, San Diego, California.

- *DLORAH GONZALES*

Dlorah Gonzales is the Director of Employment Services at California Institute of Technology. She has worked at Caltech for 31 years. She has served as Manager of Graphic Arts and Mail Services and Deputy Director of Auxiliary Services before taking the position of Director of Employment six months ago. Dlorah has lived in the San Gabriel Valley for 25 years and makes her home in Glendora.

- *JOYCE ARNTSON, M.B.A.*

Joyce Arntson is the charter faculty member at Irvine Valley College; she has been with the South Orange County Community College District since January 2, 1975. She is a committed Information Technology/Computer Information Science educator. In addition to her M.B.A., she holds Novell, Microsoft, and CISCO certifications. Currently, she is managing Business/IT/Computer Information Science.

- *PATRICIA D'ORANGE-MARTIN*

A community college graduate, Patricia D'Orange-Martin, went on to Cal State University Los Angeles and received both her B.A. in Psychology and a Masters of Science in Counseling. She has been a counselor at Pasadena City College for over 14 years and has worked with high schools and vocational programs throughout those years. For the last 3 years she has been the School-to-Career/Tech. Prep Coordinator at PCC.

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- *SANDRA SALES*

Sandra Sales has spent her 25 year career in the Human Resources arena, split between the private and public sectors. The last ten years have been focused on the evolving issues surrounding the Information Technology Occupation. She led a major classification study of the use and functions of Technology in California State Service. Sandra developed and implemented an alternative Civil Service System as a pilot at the Health and Human Services Data Center. She is currently the Statewide IT Recruitment and retention Manager at the California Department of Information Technology.

- *TIM EAST*

Tim East is a Director in the Corporate Treasury Division of the Walt Disney Company in Burbank, California. Tim has worked in a number of capacities for The Walt Disney Company for 27 years, including 11 years in Human Resources. In his current position, he is responsible within his department group for technology, financial cost allocation and risk management programs.

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"Information Technology: Preparing Students for IT Careers"

Assembly Select Committee
California Community Colleges/School to Career

Hearing # 2

December 6, 2001

Pasadena City College
Community Education Center, Multipurpose Room
1570 East Colorado Boulevard
Pasadena, California
9:40 A.M.

MR. HORTON: On behalf of the committee on Committee on Community Colleges as established by Speaker Hertzberg, we thank you individually and collectively for taking the time out of your busy schedule to attend this informational hearing. This is a beautiful campus, isn't it?

MS. LIU: Yes, it is.

MR. HORTON: Take your time to look around, this is a gorgeous campus, and I'm just honored to be here at the Pasadena Community College Educational Center. I thought it was originally Pasadena Community College, and then I said, oh, I thought I'll get to see the college. But then I came over to the center, and I said, this is nice. This is really nice. You guys have done a wonderful job here, and I'm just so thankful for an opportunity to be here and to bring this hearing here so we can gather information. I'm also very grateful to my colleague, Assemblymember Carol Liu. It was her motivation, her foresight behind cultivating this hearing and encouraging us to bring the hearing to the City of Pasadena. She talks so very highly of the city and all the resources that are here and just all the wonderful things that exist here in the City of Pasadena, and we just couldn't resist bringing the hearing here to this fine city. And as I arrived here this morning, I was a little lost at first, but I just followed the mountains, and I figured it had to be somewhere close to the mountains, and then I was able to get here without any problems. I'd like to also extend my appreciation to my staff as well as Carol Liu's staff. Are they all here in the audience? Can you guys sort of wave your hands and so forth. Everybody turn around. These are the people that actually made this happen, and we want to extend a warm thank you. Without them, none of this would have been possible. All we really did is just show up and put a dime in the meter and come in and start talking. That's it. Today we have with us joining us today, and also at a later date, we are anticipating that Assemblymember Paul Koretz or his chief of staff will be present. And as he comes in, we will make sure to acknowledge him so that you know who the individuals are that you will be talking with this morning. Assemblywoman Gloria Negrete McLeod has indicated that she will be arriving, and when she does, we will be more than happy to let you know. We have conducted several hearings throughout the State of California interacting with community colleges and have learned just an enormous amount of information. And to be quite frank, I've become increasingly proud of community colleges. You have a very interesting, a very dynamic story that needs to be told and through this process, when we have an opportunity to not only share with the legislators but enable us and empower us with the information to take that information back to the state assembly and to share that with the governor. Thus is the purpose of this hearing. The purpose of the hearing is to gather information so that we can share it with the state legislature, with the governor, and with all the interested parties that can help enhance the quality of education as it relates to community colleges.

And in addition to that, we're hopeful that you will share your information with each other. What I found is that it's extremely important that the parties that are involved begin to talk to each other, begin to communicate, begin to tell their success stories, and to share those so that every campus can be as nice as Pasadena City College, that every success story will be shared with the other colleges throughout the State of California, and so that we are working collaboratively and that there is some synergy in your programs, synergy in your philosophy in the direction that you're going. The Board of Regents have done a wonderful job with that, and we certainly want to extend our appreciation to them. They're working very diligently on a program that's referred to as "Career Ladders." How many of you are familiar with this program? Those of you that aren't, I encourage you to take a few moments to review this pamphlet. I myself not have had an opportunity to review it yet although I'm very much familiar with Career Ladders and the opportunity which sort of ties into what this hearing is really all about. But now let me pause to introduce one of my friends as well. She is a dynamic member of the state legislature. Not only is she very passionate about this issue, she's also very knowledgeable and brings just a wealth of knowledge and experience in the state legislature. Ladies and gentlemen, Gloria Negrete McLeod, who you'll be hearing from in just a few minutes. The other purpose of this event is to develop an enhanced program that will enable our community college to compete with others in producing the educated workforce necessary to take California to the 21st Century. And last but not least, we want to position ourselves to tell the story. We want to tell the story throughout the State of California about the many successes in the direction that community colleges are going. We want to tell the story that we can compete with foreign countries in developing a workforce. Unfortunately, this last year the United States approved more work freezes than they've ever approved in the history of the process, and it's anticipated that those numbers will only go up. So what that says is that we're recruiting this talented technical workforce from foreign countries when, in fact, we should be developing them right here in the United States. So we want to position you through us to be able to tell that story to the state legislature, to tell that story to the governor, and tell that story to the community. We've had an enormous amount of success in interfacing with the community. The recent passage of the bond measure by over 67 percent of the vote, that was successful. That tells us, all of us, that the residents, the voters, the people in the community really view community colleges as a primary source of education in the educational system, and we need to act and respond accordingly. In order to get funding, my advice is that we focus, we have synergy, and we develop a message that tells the story about the successes that we had throughout the years. For if the truth be known, the reality is we no longer are competing with businesses next door or the businesses down the street. Today we function in a global economy, we live under a microscope, and we must learn to harness the power of the sun while still keeping the earth turning. So basically, what I'm saying is we must think faster, we must work harder, and we must learn to navigate collectively through this process. So without further ado, ladies and gentlemen, allow me to introduce to you again my esteemed vice chair, just a dynamic young lady, colleague, friend, and so forth. She has inspired me in a number of ways. Her emotion and her enthusiasm for community colleges as well as for the constituents that she represents is just fantastic. I mean, when you see a person that really cares in the political process, you want to attach yourself to them because you know that the things that they do and the ideas that they come up with will be based on, will be vested in improving the quality of life of others. If that's not long enough of an introduction, let me shorten it by saying my friend, Assemblymember Carol Liu.

MS. LIU: Thank you very much, Jerome. I'm going to pass the baton just briefly here to my friend, Assemblymember Gloria Negrete McLeod. And as I understand it, she came from Chaffey College, and she'll say a few words about the college. So she'll say a few words and I'll be next.

MS. NEGRETE McLEOD: Jerome, when do we pay you? I don't know. That was so glorious and welcoming of an introduction. I'm Gloria Negrete McLeod, and I'm the Assemblymember from the 61st District. That's about 30 miles east and south of here. I represent Pomona, Ontario, Chino, Chino Hills, Montclair, and Rancho Cucamonga. The reason I'm here is, even though I'm not part of this community because I'm very interested in this, I sincerely believe that community colleges are the road to get all of our people into the job force. I have some credentials. I was a former trustee for Chaffey Community College for five years. And prior to that, I actually worked at the college. I was a classified employee for nine and a half years. So the community colleges have been a part and parcel of my life. They had been prior and up to the last 15 years of my existence, so this to me is very important. And as a trustee, I truly, truly understood that the community colleges was one avenue that allowed people to get into the workforce. Not only do we represent 72 percent of everybody in higher ed, but we are the workforce. They come to us oftentimes when they think they can't go on to higher education, and of course, we teach them that they are in fact able to go higher and to the universities and UC systems. So I truly believe that community colleges are way underrated. Do I have some criticisms of the community college? Absolutely. But by and large, you are there to represent all of the communities that you represent when you allow those students to go do whatever it is that they wish to do in their lives. So with that, I'll end. And you'll get your money later, Jerome.

MS. LIU: You can tell that there's camaraderie. We're all freshmen, we all came in together, and we've built a lot of friendships among the three of us. I want to thank both my colleagues for allowing this hearing to be heard in Pasadena. As a former president of the foundation board here, I'm just thrilled that we're having this hearing here. I'm also pleased to be working on this issue that's imperative -- we know that -- to assure that our kids are equipped with the skills they need for the upcoming workforce. And of course, today's workforce includes computer skills, and that's what this particular hearing is going to concentrate on. I want to thank all the participants who have come in to share their expertise, and I look forward to how this hearing will shape our legislative package next year. You need to be, I guess, comforted by the fact that there are 18 of us in the legislature that are very concerned about career tech ed development in this state, and we form a little coalition that can be very powerful when we can agree on a package and deliver this through the various committees and to the governor. So this is on the cusp after a long hiatus about paying attention to the old voc. ed career/tech ed concept and the evolution that's appearing in the state level among us. We're very interested in the workforce here in California. I have the honor of going through the process with you today, and we have two panels. And if you'd like to share your ideas, there are comment cards in the back. So please make sure that if you want to speak to us after the panels, make sure you fill them out to be a part of the record. We are taking testimony. And if you sign in and you give us your address, you'll receive a summary of what has gone on today. I must caution you, though. You know we're in a very tight state budget. So any new programs with new moneys, hopefully moneys from next year, probably won't happen. And what I've been saying to everybody is that we encourage you to use this opportunity to plan well, to plan well so that in the next year or two that when the moneys come back around again that we can do this where it's sorely needed in the state. So before I begin, I want to thank Dr. James Crayton and his assistant Carolyn Valdez for allowing us to use this facility. James, I know you're back there. Raise your hand. Thank you very much. Is Carolyn here? No, she's in the office. She's not here. And he has agreed to give you a tour of the Community Education Center, and you'll meet the president of the college in a minute. You're free to take a tour of the college, if you want something more structured, James has allowed his office to have tours of the facility here. This is where career tech ed happens here in Pasadena. Now, I'd like to introduce and thank Dr. James Kossler, the president of PCC, who's not only hosting us here today, but who has come to welcome us. Jim.

MR. KOSSLER: Thank you, Carol, Chairman Horton, and members of the committee, and guests who are here this morning. We just want all of you to know on behalf of the Pasadena City College family how very proud we are that you selected our campus to host the hearing for these important hearings. It's a real privilege for us. I also want to welcome back a member of our family, Carol Liu. She mentioned that she was on our foundation board. She served two terms as president of the foundation, and she was co-chair of a committee that raised almost $2 million on behalf of our physical education facility. So she's definitely a member of our family, and she's always welcome. I also want to introduce to you a member of our board of trustees who is here, Dr. Janet Mahon, who is back there, who is very interested in this topic as well. The room that you're in is the multipurpose room which has just recently been renamed the Scott Multipurpose Room in honor of Dr. Jack Scott. I know we don't have a new signage up yet. He's one of your colleagues in the center and a former president of Pasadena City College. The campus that you're on, as you mentioned, is the Community Education Center. We opened it about five years ago. And it's a good example of the broad mission of the community colleges here in California. We serve about 5,000 students on this campus, and the students who are here are students who are not quite ready for college yet. And it talks about that mission that we have, not only to provide AA degrees and certificates and transfers but to serve the needs of the community who are preparing themselves to come into the world of college. So, for example, we have our pre-collegiate ESL classes here. We have all our non-credit classes here. We have entry-level skills classes, citizenship classes, high school adult program, programs for seniors. And we make this campus, not only as one that serves the community, but also as a kind of preparation place for the students who go through all the normal processes of the college, registration and admission and so on, and then hopefully will make that transition right into credit, and as you've mentioned, go on and get their degrees, go on to the CSU system, and so on. So it's a fascinating campus, and it's an appropriate location for you to hold these hearings given the topic that you're talking about. So once again, we want to thank all of you for having it here at our campus, and I know you'll have a very productive day, and thanks again.

MR. HORTON: Thank you very much, sir. It was very nice to hear that this college is addressing all of the needs of the community, which is indicative of what many of the community colleges are doing. Many community colleges are viewed as a stepchild to education when in fact they're not. They're just an alternative method of education. It's an alternative school of thought as far as education is concerned. All of the universities and our colleges are landlocked, and in many cases they just don't have the room for the students that are interested in going on and advancing themselves, and community colleges provide an excellent alternative for those students. The other students that are interested in matriculating directly into the workforce -- it's the subject that we're dealing with here today -- the community college is an excellent resource for that. And as articulated earlier by the president of this college, the community colleges also serve as a vehicle in which the students and individual parents come and learn and then for them to matriculate back into the home, if you will, to help their kids with homework, for individuals who are not yet quite prepared to come and prepare themselves and develop the direction that they want to go into. And with all of that, I think it's a good segue into our first panel, the business and community panel, and I'd like to call Ms. Sandra Sales. She's with the Department of Information Technology to discuss general workforce needs in California businesses as it relates to informational technology. Is Ms. Sales in the audience today? Mr. Tim East, Tim is the Director of Corporate Treasury with Walt Disney. He's sharing his perspective, which is very helpful in bringing the perspective of corporate America to the panel. Mrs. Gonzales, who is the Director of Employment, California Institute of Technology. We'd like to welcome her to the panel. Curt Augustine, California Coalition for Construction in the Classroom. Welcome to the panel, Mr. Augustine. And Gina Frierman-Hunt, am I pronouncing your name properly? Frierman-Hunt, all right. I tried. Women at Work to bring her perspective to the panel as well. We'll start off with the testimony from Mrs. Sales.

MS. SALES: Thank you. Mr. Chairman and fellow committee members, my name is Sandra Sales. I'm here today in my capacity as program manager for the statewide information technology recruitment and retention program for the Department of Information Technology in the State of California. As a frame of reference, I would like to provide you with a brief overview of the state's IT workforce. We have 8,500 professional IT positions. 6,500 of those represented employees in 2000 are supervisory and managerial. Our current vacancy rate for technology employees is approximately 12 percent. That's slightly under the statewide average for the rest of our employees in the state service, and it's down from 18 percent in January of 2000. Approximately 35 percent of California's most skilled technologists will be eligible to retire in the next five years. However, one third of those are currently eligible, and they have not retired. So while we have lowered the retirement age, our technologists do not seem to be retiring early. In terms of the recruitment activities that the state has undertaken that has been most beneficial, we have revised the qualifications for our professional IT positions allowing for a broader candidate group with a variety of educational and professional backgrounds. This includes lowering the academic requirement for entry into professional classification from a bachelor's degree to an associate of arts degree. We've streamlined the selection process, implementing on-line applications and exams. We've more clearly defined our career paths, elevated the working levels for technology positions, and improved the retirement benefits. What we have discovered is, if we have employees that have been with us since they were 35, they will stay with us until 50 because of our retirement benefits. If we hire them between 30 and 40, they stay with us until they're 55 because of our retirement benefits. So that is certainly attractive to our labor force. And of course, the current labor market has made public employment much more attractive than it was in previous years. The State of California undertook a major classification study a few years ago, and some of the findings there were interesting. While they did identify seven major work clusters that are consistent with the industry – Those included systems administration and security, mainframe processing, client relations, database development and administration, systems design and implementation, network management in emerging technology. -- the work clusters were statistically linked to essential competencies, both technical and behavioral. With one exception, the behavioral competencies were found to be more significant to successful completion of the defined work than the technical competencies. The behavioral competencies involve leadership, conscientiousness, general cognitive ability, and service orientation. In other words, we need an IT workforce that is smart, pays attention to detail, promotes teamwork, and cares about the customers. These findings clearly demonstrate the need for balance development in our IT workforce. We need a much greater variety of skills from our workforce in general but especially from our technologists. Our most successful technologists have well-developed technology skills, and they're coupled with communication, collaboration, and teamwork, leadership, analysis, and customer service. When we're discussing technology as a field, it's imperative that we keep in mind that it's an emerging occupation, and it's still evolving. I would like to propose that we consider organizing the field to something along the lines of engineering, to standardize terminology, academic curriculum, and certification processes. Currently, the field tends to be defined by our vendor industry, as opposed to the needs of the public and the business. There's a model that has been developed. I don't think we need to recreate the wheel here. There's a model that has been developed in the public sector called "Skill Standards for Information Technology." I don't know if you're familiar with it. It was developed in Washington by a group called the Northwest Emerging Technology. It includes work components for each specialty area, validated competency, a clearly defined two-year college curriculum, certification exams that are administered by Sylvan Learning Centers, and selection criteria and performance standards for the business population. So I'm here, I'm available to answer any questions you might have, and I have contact information for that center if you're interested.

MR. HORTON: Ms. Sales, I think we heard you loud and clear as to what needs to happen. Does the Department of Information Technology State Department, are you interfacing directly with the community colleges?

MS. SALES: Well, as a recruitment and retention manager, we have a network of outreach activities we undertake anytime we open an exam, and the community colleges are certainly involved there. The recruitment and retention program specific to information technology is relatively new, it's only a year old, and our focus at this point has been at the university level. That is not to say we don't intend to go to the community colleges. We do. We just haven't yet.

MR. HORTON: Can you share with us your plans, or how do you perceive that community colleges can play a role in this emerging field that you spoke about?

MR. SALES: Well, as I've told you, we revised our qualifications in our selection processes to acknowledge the significance of an A.A. degree for entry-level professional jobs, and that was a significant change for the State of California. Because prior to last spring, we required a bachelor's degree for entry into the professional level. So the field has evolved to where our community colleges are graduating students eligible for and ready for the professional level.

MR. HORTON: I'm going to open this to my colleagues to see if they have any questions. But before doing so, I want to encourage you to begin to interface with the community colleges as soon as possible in the planning of their curriculum if they're willing to invite you, if they're willing to have you be a part of that because I think the information that you bring is very helpful to the development of the curriculum, the development of the marketing strategy as they begin to move forward towards creating a workforce that will fit into this emerging industry that we're talking about.

MS. LIU: I'm interested in what you just said. Your department doesn't have the interface with the community colleges. You say you've just lowered the requirements to an A.A. degree. A student coming out with an A.A. degree, what is the beginning job pay salary at the state level?

MS. SALES: Depending on their experience coupled with their degree -- and some of this experience, it doesn't have to be paid experience. It can be volunteer experience. It can be experience as a student project, you know, on their projects -- would be between 35- and $4,200 a month.

MS. LIU: 35- and $4,200. And I would be interested in looking at the model curriculum that you propose, and I think the college would be interested in seeing this. Maybe the board of trustees, the statewide board of trustees would be interested in seeing this.

MS. SALES: This program that developed, this work that I mentioned, was wonderfully funded, and it's funded for maintenance also. They've gone through their first generation of updates and added E-commerce to their specialty areas. And the real key to that is the fact they have certification processes in place and readily available.

MS. LIU: Okay. Thank you. That's very interesting.

MS. NEGRETE McLEOD: I think, just rather than speak of what you just said, I think I'm going to say that in California and in other states, the community college has kind of been the stepchild. And oftentimes the students at the community college, because the average age is about 28, as opposed to those students that go straight from high school to the CSU and UC systems, so our students generally have life experiences. Sometimes they change careers, sometimes they're returning students, but they have a vast array of life careers. And so oftentimes when they come out of the community college, because they are adults, they don't have to be prodded into having some of those attributes that you're looking for. And so I say this to you. I just came back from Santa Fe, New Mexico, yesterday afternoon. I was there for a conference. I was appointed by the governor to the Education Commission of States, which is state legislators looking at the educational problems nationwide. And there was one gentleman who came from Tennessee who says that in his state they no longer identify higher education as such. They don't say community colleges and then the state's university systems. What they have now proposed, and it's in legislative terms now, they use "post-education."So maybe that's something that California should look to so that when employers are looking, they're not looking exactly as they had before for all of them, all of the criteria; that if you have life experience and if you have an AA that you can go out there and do the job. I know most of us can. So some of us don't have AA degrees, and I know the degree is very valuable, so maybe we as Californians should stop looking at the community colleges as symbolizing all the different avenues of higher education and consider it as one big flower.

MS. SALES: Very good thought.

MR. HORTON: Thank you very much. The State of California is a large workforce. I mean, we employ hundreds of thousands of people. And if any employers out there can provide you with some direction, some advice as to how you can structure your curriculum that will be in concert with the job qualifications, how you can structure your programs, the projects that the children are working on, that the young adults are working on to fit right into the workforce. And I think our next speaker will talk to the issue of corporate America and what corporate America is looking for and the whole process of matriculating as soon as possible, as quickly as possible, into the workforce as an alternative means of either paying for your college, being able to continue on to college, or just going into the workforce and forming your career from that point forward. Ladies and gentlemen, from the Disney corporation, Mr. Tim East.

MR. EAST: Thank you, Mr. Chairman. I really appreciate the opportunity to come and address the issue of information technology in education this morning. I just want to relay a message, and some of my comments would reinforce what Sandra said, and we didn't plan that out ahead of time. But what we're looking for is, and certainly want to see, is students and those attending and graduating from our community colleges that receive the basic education in the fundamental business applications, spreadsheet manipulation, database management, communication and presentation software, and they've integrated that in their education with the basic business courses and learning skills to apply those things in their jobs so that when they come out of the college experience, be it a community college or any other educational experience, that they know how to take these tools and merge them together with good thinking skills and good communication skills because we don't want to -- beside the fact that information is only valuable to the extent that it can be clearly communicated. And so we don't want to leave behind the writing skills, the speaking skills, the working skills, all the other educational experiences that come out of the community college. We want them blended and integrated together so that what someone learns in a technology course integrates and works with what they learned in the other courses so that they're well-rounded and have a balanced education. On the issue of community college alumni that are currently seeking work, their skills vary tremendously in their ability to match these two, and it ranges across the board. And those that have successfully brought their technology education and merged it with a good well-rounded community college education are well-prepared as potential employees. We believe that community colleges can best prepare students for this type of work by continuing to value internships and cooperative education and means of integrating the classroom experience with the working world so that students can transition easily and readily from what they've learned in school to what they're going to apply and use on the job. Because, just as Sandra said, what we're looking for are students who can take, again, a well-rounded education and merge it with the demands of the workplace in the future -- which are communication, cooperation, speed, teamwork -- and merge those common everyday skills, to be smart and apply these things as tools on the job. And, Mr. Chairman, as I was describing to you earlier that one of the things that really impressed me in describing these students that can do this, as I am one of the people interviewing, that when they come in for an interview, they not only bring a resume, but they bring a website that they've built where I can go and download examples of their work. And these are not high-tech people. These are just common everyday college students who have learned how to build a website, and it's such a great way to show that they know how to use technology to communicate, and that's really what we're interested in are people who the exact degree doesn't matter. What matters is their creativity, their commitment, and devotion to their jobs and to their careers, and their ability to present themselves as students who received a well-rounded educational experience.

MR. HORTON: And thank you in your emphasis on the leadership skills and the integration and the partnerships that need to be developed between community colleges and the business world, I think, is important. Along those lines, do you have any advice to the community colleges how they can reach out to corporate America, how to develop those partnerships that will enhance the integration of the different needs of the business community as well as the academic and the technological training that will occur on the campus?

MR. EAST: I think one of the key issues, and that's a multifaceted question, but one of the key issues would be to come to corporate America and come to businesses and ask questions about what business needs in exactly the questions that you're asking this morning, as opposed to, "This is what we have," and coming kind of presenting -- it needs to be a cooperative relationship that involves asking questions, finding out what each of those needs, the educational community and corporate America, and finding out what really are our mutual goals together.

MR. HORTON: Are there any commonalities among the needs of corporate America? And in California, there are about 180 different community colleges. In every community, there's a community college, thus the name community college. But what we also find is that in every community there's a corporation, and there's different businesses. There's Disney, there's Rockwell, and so forth. But there are some basic, I think, basic fundamental skills that need to be transferred to the student in order to enable them to matriculate. Can you speak to those?

MR. EAST: I think the basic needs that will be common across the board is everyone needs to almost learn how to learn how to use a computer and how to use technology because it's a constantly evolving skill. And I guess one of the key things is that you need to learn how to learn and know how to master an emerging technology and respond to a changing environment because frankly the needs of a Rockwell in one community specifically are going to be very different from the needs in a more world setting or in Northern California or even Southern California. And so I think the commonality is the students need to learn how to be good learners. And whether Rockwell's looking for engineering technology skills, or Disney is looking for digital communication skills, that those are really the applications, and the student needs to be prepared to know how to exploit the needs of the local community. Does that help you?

MR. HORTON: Yes.

MS. NEGRETE McLEOD: Absolutely.

MS. LIU: I want to be more specific. How did a school like Pasadena City College partner with Disney?

MR. EAST: I was discussing with one of the professors here in the vocational ed program, and you mentioned that I believe one of your coworkers actually did a sabbatical within our corporation. And so learning kind of what we do and how we work, and that was in the digital communication field, coming within and finding out within by asking questions. What is it we need, what is it we're looking for, and what are the demands of the workplace? I think those kinds of opportunities for interaction and communication and spending time together and building relationships by coming into an organization like ours, or like any other major employers, and finding out what we're doing and where the workforce is heading.

MS. NEGRETE McLEOD: How do community colleges stand up to other institutions when they come to all of you? Are they at par? Are they well-qualified?

MR. EAST: Community college students, again, that present themselves as creative, committed, and well-rounded individuals are accepted as individuals. We don't have set thresholds or criteria, and they compete and present themselves very well. And I certainly appreciated the comments you made about the variety of educational experience. And so to the extent they present themselves well as individuals, the precise definition of where they've been and what they've done isn't as important as those other skills and qualities that I mentioned.

MS. LIU: Let me turn it back the other way. If you have an IT need of your employees and they need to go back out and be retrained for a particular program or something, do you send them to a community college, or do you pay the tuition at a technical private school?

MR. EAST: Actually, we would base it on the need and the interest of the individual. And what I've considered for either myself or the needs of the employees that work for me, what we're looking for is the educational experience, and where they get it in terms of the classification isn't as important as what they are getting. And I myself when I was in the middle of my career at a previous point went back and took several community college courses and developed a specific skill, and that's exactly what you're asking for, and I went to where I could get the best educational experience.

MR. HORTON: Do you find that the community colleges are marketing their product to corporate America, the product that they provide in the teaching and in the training in the technological area? I mean, are you aware of what Pasadena City College has to offer, and do you believe that other corporate businesses are aware of the training that's offered here at Pasadena City College, as well as any other colleges we have?

MR. EAST: It's hard for me to answer that question, and I'm more aware now since I came to this hearing than I was yesterday afternoon because it was impressive, just the things I've learned this morning. It will be hard for me to answer that question because there may be individuals in the organization.

MR. HORTON: That are?

MR. EAST: I'm speaking as a director of a division that I hire and screen and manage operations, and so I have kind of a limited view perhaps. But I think we can all do a better job, and the community colleges can certainly be one of those communicating and interacting and describing the services that we provide.

MR. HORTON: One last question or comment, if you will, the federal government provides funding through the JTPA program, which is now called a different program. For example, the local JTPA program, job training assistance program, in the area that I represent, the 51st

Assembly District, the federal government provides them with $18 million to reach out to corporate America and provide that bridge, if you will, between the students who may not have the experience and training into corporate America. And there are a number of other state programs that are available. But is it possible to form a task force that will take a look at all of the various funding sources that are out there and begin to mold those in such a way that they become a stimuli for corporate America to begin to interface with our public school system, i.e., community colleges?

MR. EAST: That certainly is a worthy initiative.

MR. HORTON: I'd like to --

MS. SALES: Can I say something, please?

MR. HORTON: Yes.

MS. SALES: Are you referring to the workforce investment funds?

MR. HORTON: Yes. Do you have something to say?

MS. SALES: Pardon me?

MR. HORTON: Do you want to speak on that? We'll deviate for a second.

MS. SALES: I'll wait.

MR. HORTON: Okay. From the California Institute of Technology, Dlorah Gonzales. Welcome.

MS. GONZALES: Thank you for inviting me here. Currently at Cal Tech we have 85 positions open. I'm the director of employment. I just started that position six months ago, but I have been at Cal Tech for 31 years, so I've been hiring people for a long time. The positions that we have available now range from custodial to gardeners. We have a painter and plasterer position. We have project accounting secretaries, research assistants, staff scientists. We have software engineers, et cetera. Currently our jobs at Cal Tech, they are separated by job families. Our IT job family currently, there are 17 positions open. They all require years of experience plus a B.S. degree. The experience includes web techniques, job HTML, design of computer system networks, hardware/software integration, knowledge of Oracle, astronomical software. These are really high level. It's not something that students would learn out of the community college. But the other positions we have, almost every position we have now is going to need some kind of computer knowledge. Our performance evaluations are web based. They get their performance evaluations, every employee in our particular division, which is over 700 people, get performance evaluations on line. They respond on line. We have kiosks available. Our open enrollment benefits is on line. So any position that you have at Cal Tech, you're going to need computer knowledge. You can't be intimidated by computers, which we've seen quite a bit. We've been dealing a lot with Pasadena City College. We're right across the street from Pasadena City

College, so I'm knowledgeable. When I was manager of our graphic arts facility, we used the Pasadena City College information technology area. They have a great program there. I hired two people from that program. I had, not an internship, but we had an employee who worked in my shop while they were going to school, and they can just walk because it was very close. It was very convenient. I'm just working on a program right now for work study, so we can use Pasadena City College work study students. There's a program here at Pasadena City College, which I wasn't aware until I became employment director, the biotechnology with research assistants, lab assistants. It's a great program, and it's an accumulation of a lot of different community colleges that had worked together. It's a really good program. We've had several interns, and then we had summer employees. And we just hired someone recently directly out of that program for a full-time position in one of our labs. So there's a lot of different opportunities for the students there. One of the things that I have noticed as a hiring manager and when people come in for employment and the skill that's learned -- or I'm not sure. People come in, they can't shake your hands, they can't look you in the eye, and they dress in jeans, sweats. I had a student come in the other day who had a baseball cap on backwards and was applying for a position. And this is something that is a concern. They come in for employment, then I send them to hiring managers, and you know they're hesitant to do that. But this is something that would be nice to learn in the community college, classes on this, or videotape an interview and then play it back. I don't know. There are some people that you know are very knowledgeable, very skilled, but that first impression when they walk in the door, it puts them back.

MR. HORTON: That's very interesting. It's your opinion that the community colleges would be a nice vehicle to provide that training, not only for students, but also for professionals that are out in the marketplace to have a class on just marketing themselves.
MS. GONZALES: Yes.

MR. HORTON: Very interesting. A question, do you happen to know what the motto for community colleges are? You know, like in the Army, it is "Be all that you can be" from a marketing perspective. And I know that you're right across the street from the community college. But one of the things that I'm concerned about is, who knows of community colleges and what they do? If the last year has proven anything to community colleges, it's proven that we need to get our message out. And so from your perspective, do you know what the motto is for Pasadena, the marketing plan, strategy, or anything like that?

MS. GONZALES: Um-hum.

MR. HORTON: My second question is more along the lines of upward mobility. You spoke about the various jobs that are out there. What I want to ask you about is the retraining of individuals that are seeking upward mobility. You have individuals that may want to move up into those 17 higher positions, and what they may want to do is move up elsewhere. Do you look to community colleges in order to accomplish that?

MS. GONZALES: At Cal Tech there's a tuition support program. So as an undergrad degree, any of the employees after probation completion can go get classes and be reimbursed. I did that program myself. I went to Pasadena City College when I became a supervisor and took supervisory training classes, and it was paid for by the institute.

MR. HORTON: Very good. A question for the community colleges as you come forth, either to ask questions or to participate in the panel, the question would be: Are you aware of all of the corporations that have these programs that will pay the students' tuition in addition to the Cal Grant program to be able to sit down and talk to the students and say, "Well, if you get a job in the mail room over at IT or over at this particular facility and you work real hard and you show yourself to be a valued asset to that corporation, they will pay for your college tuition to come back to this college and do XYZ"?So community colleges, please make a note of that, and my colleagues probably have certain questions for you.

MS. LIU: It's interesting. I know that at the K-12 level there's a graduation knowledge level of computer literacy. Do you see that at all when they get to you after some higher education?

MS. GONZALES: Some.

MS. LIU: Kind of hit or miss. So maybe we need a requirement or something.

MS. GONZALES: Right.

MS. LIU: Thanks.

MR. HORTON: Is there, and this question is for everyone, is there anything that we can do as legislators to enhance this process, to help stimulate this process, the interaction and collaboratively working together? I know that this hearing is a fundamental part of that, the work that my colleagues are doing and myself towards bringing community colleges together with corporate America together with other individuals in the community is an important part of that. If there's anything that you can think of that we can do legislatively, we'll be interested in hearing it. I know we're going to pass on that. We'll come back to you, Ms. Sales.

MS. SALES: I have a response to that.

MR. HORTON: Sure.

MS. SALES: You know, I did mention that the State of California works with the colleges and universities, the four-year colleges. We work with CSUF and Davis, which are the institutions closest to Sacramento, and where the bulk of our workforce is. We're also involved with institutions --

MR. HORTON: And there's also Sacramento Community College.

MR. SALES: Oh, yes, and there's American River.

MR. HORTON: Right.

MS. SALES: And there are many community colleges in the surrounding area. The reason we have started working aggressively with the four-year colleges in the area is that they have a structured senior project program where anyone graduating with a technology degree must work on a project. And so they are actively engaging the business community for these projects, and it's well-defined, and that is something that can certainly happen at the community college level.

MR. HORTON: Excellent. From the California Coalition for Construction in the Classroom, Curt Augustine. How are you doing, Curt?

MR. AUGUSTINE: I'm doing great. Thank you.

MR. HORTON: I haven't seen you in a while. What's been going on?

MR. AUGUSTINE: Well, there are certain things. First of all, I do want to thank you. You mentioned the legislative coalition from last year. That was a terrific benefit to my association as well as the employers and contractors at the stage that it was critical. And now that we got to the goal line, if we can just get to cross the goal line and get the governor to sign that, that would be a tremendous help.

MR. HORTON: That's a big pass but --

MR. AUGUSTINE: Indeed. We've got some good quarterbacks and running backs on our side. In the district representing my coalition, I'm also representing a larger coalition today. I'm representing the auto repair industry and agriculture industry retailers, the chambers of commerce, the manufacturers of this state, because we share a common goal that we have a desperate need for a trained quality workforce in this state. The very reason that my association was founded was because the construction industry looked around, and they could not find the quality trained workforce that they need. And part of the reason I was asked here today is so that I can provide a little bit different perspective. We believe there is more to the career, in technical education school career, than the split emphasis on IT, and we base that example in this hearing as we call this worthy hearing solely on IT. We believe that the spectrum of getting people in the workplace is larger than that. I say that as someone who's spent 15 years in the IT industry, so I have a tremendous appreciation for the IT industry. But we believe clearly that the future is in the information technology, but the discussion of the new economy versus an old economy is really a false dichotomy, that our industry, the construction industry above others are linked together so closely that they must not be treated separately and that learning the techniques of the IT industry as well as other skilled industries are critical. And even on some important issues of how linked they are, we often ask the common question that if clearly IT is part of our future, but who will build the homes for the IT professionals, who will build the building offices they work in, and who will build the factories that the hardware is assembled? And I'm sorry to say that here in the State of California, that answer is very unclear as to who will build that. You talked about in some of your comments the fact that workers are being brought in from overseas for IT. Unfortunately, I can say that is true in other industries, especially in the construction industry. And as a representative of California employers, that's a very distasteful thing for them, but unfortunately, the business demands require that. I read today a copy of a recent editorial from the Sacramento Bee, I'm not sure if you have it, but I think I've got a couple of copies I can give to you. They really address that problem. They recognize there has been a breakdown in the pipeline to the workforce. Let me share with you. When you look at these things, like the incredibly high dropout rates in high schools, 70 percent of kids who graduate high school don't go to any type of college, let alone graduate, and we have that job demand that I'm talking about. The California EDD estimates that on average in the next five years, there will be 16,000 new jobs created in the construction industry, but we can't fill the demand right now for the present jobs, so we're looking steadily. Where we see that this is broken down is in a couple of places. One, part of the marketing that you talked about. There's tremendous pressure in our society to go to college, go the IT route, for these kinds of industries offer high-wage jobs. The example of where we think that the system is breaking down, and you've kind of touched on it, it's common statistics. In the apprenticeship programs in this state, the average age of the student is 28. There were some people speaking to some folks at Cypress College, and they told me that in their construction and technology programs, the average age is 27. We've obviously lost the kids who are graduating from 18 to that point. Who knows what they're doing in those ten years since they graduated? We just can't afford to do that. And part of that process, I want to compliment the Board of Governors on their career ladder document. I've seen it, someone was passing it out, and I was going to talk about this anyway. Based on the last year, you did a terrific job on that. We think it needs to go one step further. It needs to go out to an outreach to high schools. As a strong support to community colleges and what they are there to do, they are terrific in their construction program, restaurant management, and their auto repair programs are accepted throughout the state. The problem is getting the students into those classes, especially at a younger age and not waiting. It's our view that the career ladder needs to go down to the high school to make these kids know here are the opportunities. It's our view here in California the career ladder has no rungs in high school. It's obvious that these programs are needed, and we believe that IT can be part of that. Just as obviously IT is in every industry sector, that doesn't means all industries are now in the IT industry. And I think that's the same way we should view our education. The teaching of IT needs to be put into career technical education programs. Just like businesses and other industry knowledge, you have to have IT knowledge. We think those need to be linked because IT education is not so, and it's clearly a part of what we need to keep these students in the programs, to keep them in school, and to show them they have a future. And they're not to wait ten years to find jobs that pay upwards of $70,000 and has benefits. They need to understand that as they sit in these classes, to meet the high standards they have to do that. Now, a couple of the ideas that we'd like to propose for legislation especially in light of today's limited dollars in mind, it will be foolish to kind of sit here and then ask you for hundreds of millions of dollars for programs. While the need is there, we understand certainly that that's not there, but there are some things that can be done without the money. First off, we really believe there has to be a systematic approach on the delivery of all career technical education and the school-to-career programs funding. We're asking that you consider to review and audit all career technical education school-to-career programs to see where the money is being spent, what it's being spent on, and to what results and after that develop a systemwide and statewide approach. Right now it's a very scattershot approach. There are some terrific success stories, and there are some stories that may better be used differently. So we're asking you to consider that. I'd also like to submit that another bill that was vetoed by the governor last year, 801341, by Assemblymember Wiggins is a good marriage of information technology and education. That bill would require the Department of Ed to get the curriculums for all career education programs and put them on the Internet. It is incredible to us that there are educators throughout the state who, one, want these programs and are fighting for them, and don't even know that these programs are out there, and nobody else does. And that was what that bill had done. And I believe that information technology companies will be happy to have additional applications on the Internet on using their equipment to further the goal of education, and I urge you to resubmit that bill for consideration. And finally, the school bond measure issue is coming up. We would ask for consideration for funding for facilities and equipment to be placed into that funding. As you know, this measure is supported by Speaker Hertzberg and that the governor has signed on to his support of that, and we would encourage that a small part of that would be included in the addition of additional facilities. Thank you very much.

MR. HORTON: Thank you. It's very interesting here, the concept of interfacing more often with high schools. As you've indicated, about 17 percent of our students statewide actually go on to the UC or Cal State program. And as most of the community college folks know, they are responsible for educating them about three times that number, which probably gives you up to about 68 percent, meaning that there's about 32 percent of our children that are graduating that aren't going on to a system at all. They are not in the educational system. If they are, they're in the ITT techs and so forth of the world. Do you have any advice on how the community colleges as well as corporate America can interface with our high schools to provide opportunities at the lowest level within the high school for the purpose of motivating the students, and for the purpose as well of enlightening them to the opportunities that exist outside of the four-year institution or as part of their career ladders, for example, go to graduate from high school, go directly into the construction industry for two years, and then return back to the Cal State and UC systems when they can afford to pay for the cost of admissions?

MR. AUGUSTINE: We do, but I think it's easy to sit up here and offer these suggestions. Part of it is clearly a marketing the industry's into. There are some existing programs that just really aren't in place. There are the bridge programs that would allow high schoolers to get college credit immediately, and they would actually come onto the campus. Many of the high school people that I talk to, both counselors, educators, and students, have no idea these types of programs exist. A tremendous amount of our problem is marketing, and that's something that doesn't come natural to the education institutions in general because they're not in the business to do that. That clearly needs to be done, and so much of it has got to be brought in and part of what I do in this type of instance, like working with high schools and getting real-world examples. I mean, it's one thing for some suit to sit up here and talk about this program. When we bring in students from community colleges and from the workforce that say, "Hey, I'm a student. I was a gang member. I didn't have any money. I had lost my parents," and I believe these students show real-world examples. Those types of things are the, you know, exposures --

MR. HORTON: Did you read my mind?

MR. AUGUSTINE: I have, but that is why I said that. Unfortunately, there are too many people that are in a similar situation, but it is more than exposure. The biggest issue that we're attacking is getting these programs back in business because unfortunately many of the school-to-career programs are just glorified career days. And while that's important, that's not going to keep the kid in school, and that's not going to show them the way up and out to the community colleges and on. And even kids who are on a clear college track for engineering or architecture are not getting exposed to these programs. One of the tragedies that we're seeing unfolding is not really with the community colleges. The UC and CSU systems have some terrific construction management programs. That's separate, and they have majors. They had started in 2000. They're not going to recognize construction career technical education as part of their admission standards. So they have majors, but they really will get four-year degrees on them, but they're not willing to give the kids who've taken those classes in high school any credit to take to the schools.

MR. HORTON: How are -- and that's not just for our industry. It's for all industries, including IT. How are kids going to get excited about these opportunities if they're not even allowed to take them and have any recognition that they've done some good work in high school? And that's really where we see the breakdown. I mean, community colleges have terrific programs up and down the state, and we are trying to get kids into that, and that's the same problem, the high school breakdown. And I bring that up because it affects the community colleges because they're our feeder system. I mean, there's some optimism in the matriculation, and all those things seem to -- there seems to be, from your testimony, that there is a breakdown here, and these are just things in order to glue them back together.

MR. AUGUSTINE: Oh, it sounds good. I mean, there are some terrific examples of how the schools, like in Salinas, the high school and Hartnell Community College, they have this terrific program where it is a direct feeder system from the high school into the community college. And there are other examples around the state. That one, I know a lot about. And we are working with local groups in Sacramento. I mean, there's six different cities around the state to try to build those relationships up, and so it can be done, but it's not going to happen magically overnight. It needs participation both in the schools and the industry.

MR. HORTON: Thank you very much. Thank you very much, sir. Women at Work, Gina Hunt.

MS. FRIERMAN-HUNT: I'd just like to say something about what Curt was talking about. A couple of years ago, I personally designed an apprenticeship preparation program that's offered here at the Community Education Center to help people get into the apprenticeship program, so it's something that can be done and we're working on right now. Women at Work has a long history of working with community colleges. Where our offices are right now is half a block from Pasadena City College, so we've done many collaborative programs with them. One of them was a computer technician training program where the technical part of the classroom training was offered at PCC, and we offered job search assistance to help people with how to present themselves to get jobs. And currently, the program I'm working on is writing a guidebook about business information technology careers, clerical office careers that use computers. We had been interviewing employers to ask them exactly what they're looking for in their employees in order to write the guidebook for the staff of the college in terms of instructors and counselors to use to help students get the exact training they need for the jobs. I think this just makes a lot of sense actually, asking employers what they need and then tailor the classes to provide the information that the students really need. I think very often that the college instructors lack direct connection to the employers, and I think one of the things that we could do is provide money and time for the instructors and counselors to actually interact more directly with employers in order to find out what they need to teach in their classes that students can actually use to get out in the workforce. I know that a person from the biotechnology program at PCC actually did this. She took time off and did the internship at a biotechnology company to find out exactly what skills they needed. And I think in all fields in order to do that, the teacher has to get that direct connection to what's going on in the workforce because it's easy to get caught up in really good teaching and not really know exactly what's going on once the students get out there. Women at Work is a community-based organization that helps people, mostly women, but also men to find jobs. So I'd like to talk a little about what our clients need in terms of training, both in terms of being computer users and also some of the more technical level of information technology jobs, and I'd like to talk about four different groups of people. First one are the people who are currently employed who need to upgrade their skills to be able to move to get a better job and perhaps to do the job they have better. Most of these people are looking for short-term training that's at a convenient time and location for them and at a low cost. They mostly don't want to wait for the next semester to start so they can take the whole semester-long class. They want to be able to get the specific skill now so that they can apply for the better job or prepare the PowerPoint presentation that their supervisor wants. And this means courses that are after work, on weekends, maybe a day or half a day or a few nights, a Saturday, or open-entry and open-exit courses where people can come in when they need to start, learn what they need to, and leave when they're done. Most employed people that we see aren't that interested in getting college degrees, some are, but many just -- or if they're needing the college credits, they need to get the skill. So they need flexible training, and that's the kind of thing that's offered here at the Community Education Center. Here's an example. You're a single mother of two kids. You have a data entry job. If you'd like to move up into a better job, you'll need to learn Word. After working until 5:00 o'clock, you've got to pick up the kids from day care, you have to feed them dinner, and you have to help them with their homework. You have to do some shopping. You want to read them a story. You have two choices. Would you like to go to a class two nights a week for an entire semester, which require finding child care, you're not helping with their homework, and having someone else put them to bed? Or would you like to enroll in a short-term intensive class that maybe you need just a few Saturdays or four weeks that give you classes? The choice is obvious, folks. There are many more programs, especially if they're kind of a short-term flexible sort of training. In order to do this, community colleges need additional instructors. They need state-of-the art computer systems. They need today's software, and they need additional funding for this non-credit kind of training which, I think, is really important. A second group of people that we deal a lot with Women at Work are people with limited English skills. We offer computer programming classes in Spanish on English language programs. We're teaching them the English version of Word or PowerPoint or whatever, but we're teaching them in Spanish because there are a lot of jobs available in California where people speak Spanish on the job. I know this is controversial probably, and I don't mean that learning English is not of paramount importance. However, there are a lot of people in California, in Los Angeles, who can get a job today who can be trained incidentally in Spanish, and this is something that's happening. A third group of people are people who are currently unemployed. Unemployed people tend to have a lot of time on their hands, but they don't want to make a long-term commitment in terms of training because they're hoping to get a job tomorrow. They say, well, you have to still sit down and start the semester and go through a whole year and make this long commitment. It doesn't always work. And we find that unemployed people in open-entry, open-exit kind of programs really do well because they can start right away, they don't have to feel bad that they didn't finish up a semester, but they can get the skills right away that can help them get into a better job. And the fourth group of people who we're really concerned about are people who are making the transition from welfare to work. This is a special group of people that needs a lot of attention throughout the country right now. There are a lot of entry-level opportunities that require computer skills, and they often offer good wages and benefits that people needing welfare need. However, the people needing welfare often need intensive remedial basic skills training in addition to the computer skills that they're looking for, and they often also need to learn basic workplace skills, as we were talking about. What do you wear at an interview? How do you deal with people on the job? How do you dress appropriately? You need to get there on time. It's a whole package of things that this specialized group of people really need. Women at Work currently has a special program called "New Horizons" which was originally funded by Pasadena City College through, I think it was, Perkins vocational education money, which that pot of money doesn't exist anymore, but we have fortunately been able to get funding from other sources to do this program. And what it consists of is it's a six-week intensive program that includes basic skills in terms of reading and math. It includes job search techniques, so they learn how to write a resume, how to interview, how to look for a job. And it includes computer skills. We have them in our computer lab, learning from whatever level they start at, some of them have never touched a computer, and some of them are more sophisticated. So they come out knowing more in Excel or PowerPoint in addition to these basic skills in going out into the workforce. We would love to see more partnerships of this sort and more programs, again, offered through the community colleges and to help that specialized clientele as well.

MR. HORTON: Thank you very much. You did an excellent job, I think, of recapping the various market groups that are out there, the four basic market groups of individuals that are out there looking for an opportunity in seeking to enhance their knowledge level and the various needs of those different market groups, and I would hope that the community colleges are listening. Along those lines, there's a question that's somewhat controversial, but I'm going to ask it anyway because it's my nature, but it's not really all that bad. The community colleges currently are charging $11 a unit, and I'm just curious from your perspective because you're interacting with a lot of individuals that the issue of access would be important and the economic barriers would be an issue. If in fact they perceive that they can enhance their salaries, would they pay more than $11 for those particular classes?

MS. FRIERMAN-HUNT: The people who have the money would, I think. And I think one of the benefits that the wealth of education for very low cost. I think that low-cost access to education is really important. One of the things we see is that you asked a question earlier about what do people know about the programs that the community colleges offer, and I think the answer is sometimes no. People end up going to either proprietary schools or the short-term training offered at Comp USA, or something like that, where they pay a very high fee when they could get comparable training at community colleges for very low cost. And I think getting the word out that community colleges offer these great opportunities is important.

MR. HORTON: It is a large disparity between the fees.

MS. FRIERMAN-HUNT: Oh, yes.

MR. HORTON: You know, you go to these business colleges, and you're paying 4-, $500. You go to the community college, and you're paying $11 per unit. I mean, I'm just curious, if it was $15 a unit, would that be prohibited? Or is there a point, or certainly there needs to be more marketing, but can we look at that area as an additional revenue source in order to provide some of the things that many of you are telling us that we need, the better computers, more teachers, and so forth, not to a point that it's no longer accessible? And certainly to keep in mind those individuals who cannot afford to pay anything, we certainly want to provide them an education. That's a fundamental belief of myself and many of the people that share my philosophy. But I'm curious from your experience, can you speak to whether or not there's room for a marginal increase?

MS. FRIERMAN-HUNT: I think there's probably room for a marginal increase. What I worry about is the sort of creep, you know. You increase it $4 a unit this year, and then next year you say, well, we'll add another or whatever. Then once you get to the class, the class is 20, $30. That's still pretty inexpensive. But if a class is $100, that's a lot to many people.

MR. HORTON: Yes.

MS. FRIERMAN-HUNT: So there is a limit, and exactly where it is, I can't say. You know, increasing it by 3 or $4 a unit probably isn't going to be a big impact. But if you double it, that is an impact, I think.

MS. LIU: I think there were demonstrations a couple of years ago when they talked about increasing the fees, and then they brought them back down.

MS. NEGRETE McLEOD: I think most students would agree that $11 is not a high cost per unit. What kills them is the cost of books. It isn't the cost of units. It's the books.

MR. HORTON: Right.

MS. FRIERMAN-HUNT: Women at Work, we have a computer lab where we teach low-cost computer classes. We charge $40 for a three-hour class, and we offer scholarships as well to people in our special programs.

MR. HORTON: Now, see, community colleges are charging $11 for a three-month class.

MS. FRIERMAN-HUNT: Well, it's probably working for you. It's a different clientele. It's a different sort of programming. You have to say that community college fees are pretty reasonable especially compared to the private schools where it's thousands of dollars to get the training. So I mean, I think there's a little bit of room in there.

MR. HORTON: Well, I want to thank this panel. The information will be very helpful to us as legislators, and I'm sure it will be very, very helpful to the community colleges as well. I'd like to ask that if you have a written presentation that you make that available to our staff. We'd like to take a look at it at a later date and make it part of our hearing. And to those in the audience, I know that you have some questions. Unfortunately, we're going to have to ask that you reserve those questions until we finish with the next panel to allow you an opportunity to not only ask one question but maybe two questions along similar lines as this process begins to evolve. Thank you so very much. We really appreciate your effort. The next panel, ladies and gentlemen, is the California Community College Panel. And I'd like to call for John Avakian; Joyce Arntson, Educational Coordinator for the Business and Computer Information Sciences Advisory Committee for the California Community Colleges, Professor of CIS, Irvine Valley College. I read her title to enable the rest of them to get up here. Sam Weiss, Past President of the Faculty Association of California Community Colleges; Patricia D'Orange-Martin, School to Career Tech Prep Coordinator; Dr. Joe W. Conner, Director of Math/Science Upward Bound Program for Pasadena City College. Welcome to the hearing. We'd like to ask John to start out and to share his wealth of knowledge with all of us.

MR. AVAKIAN: Thank you, Chair Horton and Vice Chair Liu and Assemblymember McLeod. It's a pleasure to be here and to be able to present briefly to you. I want to say that as an example of the model of collaboration that the community colleges can demonstrate, Ms. Arntson and I will be doing some co-presenting to give you our view of the community colleges IT programs and related services. I would like to start by pointing out that we handed you a blue folder that has a summary of some of the materials that we would like to describe. I will start by saying that the EDNet program is the economic development program in the community colleges and that the EDNet program includes industry-targeted efforts where there is a high demand for workers for it's an emerging occupation that needs new skill and training, and so we have such areas as health care, biotechnology, new media/multimedia advanced transportation. I am the statewide director for the New Media/Multimedia/Entertainment Initiative, and I'll mention that Ms. Gonzales mentioned the biotechnology program at Pasadena City College. That program was directly funded as part of the EDNet delivery of services that coordinate the community colleges and the industry needs, so it is integrally a part of the colleges statewide. Joyce?

MS. ARNTSON: I work with the colleges statewide, all 108 of them, with the IT faculty and administration. We concentrate on curriculum development and being responsive to the new economy that we're enjoying today. Faculty training, staff training, performance accountability, we're very concerned about how we're meeting those needs that we have. And so we interface with all of our colleges and all of our faculties, all 3500 of them, across the state. 7 percent of the California community college student population falls under the taxonomy of program codes. That's just how we count students in the California community colleges. 47 percent of those students fall into our area of business IT.

MR. AVAKIAN: I would like to point very briefly to the appendices in the blue folder. Appendix A is an article addressing the IT worker shortage and the fact that it's continuing. It's a relatively current article, and if I might just quote to you from the bottom of the first page of that article: "While layoffs dominate the headlines, IT managers are still struggling to find the right people to keep the technology infrastructure moving forward and are identifying vendor-neutral certification as a means of filling those support positions." The point is that the worker shortage certainly is continuing even post-dot bomb. Appendix B is an interview that just occurred recently with a leading consultant in the area of educational technology and educational leadership. And a comment that he made in this interview, that is from "The

Chronicle of Higher Education" at the end of the second page: "You have called the community college as being America's new form of graduate school. Could you talk about that?" And just very briefly: "I often say that community colleges are becoming America's new form of graduate school because as I go across this country... they keep telling me they have more students with baccalaureate degrees." The need to provide new skills for people who have already been through the education system is a key function of the community college. And California's community colleges, I think, demonstrate very handsomely that that's occurring very regularly. We sometimes refer to them as "reverse transfers." As we move on, we would like to highlight a couple of best practices. And as an example of best practices, I've heard mentioned already the need for statewide collaboration and would like to point out that through the kind of statewide programs that EDNet supports, the connection between the colleges and industry, the white folder that I handed you has an example of a statewide collaboration that is characterized as this. Five years ago when the New Media/Multimedia Initiative was established as part of the EDNet program, there were less than 12 recognized and approved course curricula in digital media. The general area of multimedia and new media is digital media. Five years ago there were less than 12 programs in the California community colleges. Today there are more than 120 approved programs five years later. Much of that effort has been because of the collaboration and the exchange of information statewide that is allowed with some sort of a statewide mechanism. We talked about students gaining skills and having some sort of experience that they can show to a prospective employer. We have generated a program called the "Media Arts Award Program," and statewide last year we had 200 entries from approximately 40 community colleges resulting in this CD, and the CD is a showcase of the winning and finalist entries from across California in the community colleges. And the digital media industry and arena is considered part of the general area of information technology. Again, a comment earlier was made about the merging of different boundaries between industry sectors, and it's very true. Certainly many of you have seen websites that were designed by people with a technical background but not necessarily a grounding in design, and they're ugly, and they may not work real well. And so we're promoting the connection between design and technology to make people better prepared to be effective communicators. So this is an example of a statewide effort to do curriculum development and marketing to students as well as marketing to industry of the programs in the community colleges.

MR. HORTON: Next.

MS. ARNTSON: I'd like to say that our thrust on the statewide advisory committee for our CIC business is really a multifaceted one. Half of our membership is business and industry, half of our membership is our educators statewide, and we are very concerned that we are meeting those needs. I'm really thrilled with the panel that you had earlier, and I wanted to say to Curt that one of the initiatives that we're working on right now is with Sun Microsystems, and they are working with our committee to set up Sun Microsystems Academies, and we have chosen to do that in connection with the high schools. So each community college is being charged to work with their leader high schools in creating these initiatives for these academies. And we're doing to the training for the Solaris Systems and the job training that have so many jobs out there in the open marketplace. So I agree with you that we do need that form of collaboration. I want to suggest to everyone that we have a lot of student success stories that we could provide for you. We have a lot more that we want to create for you, however. And I think we have to recognize that we have really changed our outlook in the last six months in the IT/Business/CIS area where we're trying to adjust to this new economy because what we were doing a year ago is very, very different than what we're doing today to meet our industry needs. And that's one of the things that I think that our community colleges enjoy is the ability to turn the machine around and look at it a little differently. And I'd like to suggest to you that our business community tells us that there are two major areas that we need to be trained. One of those is the end-user market where we have everybody that holds a job needs to do e-mail, word processing, spreadsheets, databases, and all those kinds of things. And then we have the big technical specialist area where we're working with how to respond to the new security needs, for example, that have emerged since September the 11th, not that security wasn't a big issue before September 11, but it certainly has risen to the floor a great deal since then. Also, we're looking at new multi-disciplinary kinds of things that we need to look at because the GIS systems have really come in and are impacting business. I know that John was using Mapquest this morning to see how to get here, but there's also a tremendous amount of GIS work that goes on in terms of locating businesses and expanding businesses. We certainly have identified some incredibly important solutions that we feel that have arisen as a result of some of the barriers that we enjoy. For example, I think that everybody really needs to recognize that we are looking at a continuum. We have those students that need to come in and start learning how to turn on the computer. But, ladies and gentlemen, the business community is telling us they're very different than a year ago because we've gone through 900,000 jobs that are open nationwide to more like 300,000 active jobs that are open. And the thing that we have come to learn is that there's a significant amount of high-level jobs that are needing to be staffed today, and what we have been training on have been the entry level to mid level. So we're gearing up our faculty training this semester and the spring semester to get all of that systems integration and networking and Oracle things that our panel was suggesting earlier. And it was a thrill for me to hear that all the things that you were saying that are needed are just like the faculty workshops that we have. One of our things that our business community is saying to us is that we simply cannot do are the semester courses. They don't have a semester to learn the basics that they need to learn, and they can't always come to classrooms to all the sessions. So we really have an emphasis on hybrid courses that we're trying to teach them and how to do those courses in a short intensive mode, as our panel suggested as important. We also are working very diligently in what we call an approved kind of market curriculum strategy because, ladies and gentlemen, in the community college system it can take up to a year to get a course approved. And so we're really working hard on how to make that happen because we don't have a year to wait for a course to get approved before we can teach it. So that's a solution that we're working hard on. Our business community is telling us that they need people with experience, so that spells internships and work-based learning to us, mentoring by our businesses. So through the industry collaborative that we're trying to put some pilot internships together that we can get some leverage from so that we can have students out there putting into practice what it is that they've learned on the textbooks. We're also looking for ways with our business partners. The VP of Dell, for example, sits on our committee and is trying to help us figure out ways to make this happen. We've got to have specialized labs. Today in our community colleges, we have what we call "shared labs." We use those computers for all computer-related courses and we really need to, in the networking world, for example, we need people to tear those computers apart and put them back together again. That's a specialized lab that we can't have another class coming into and hours later working on Word if we've just torn the computers apart to build a network this hour. So we're looking at how to do that. Collaboration is a major issue where we really want to work with all of our colleges and the regional consortium that exists with our statewide advisory committees. By the way, there are ten of those. There are ten vocational committees. Ours is only one of the ten. There are others, such as Public Safety, Consumer Science, and Industrial Technology, and all of those kinds of things. And finally, another big solution that we're trying to effect as a part of our industry collaborative project is we need people to talk to people in our community colleges. We need counseling help with our students. I remember a couple of semesters ago, I had 400 students standing in the hall to get into one of my classes. There was no way I can talk to 400 students that particular time. We need counselors who are knowledgeable about all of the certifications, because we're following the Bellevue model in those standards that our panel before brought up, and that is very heavy-duty work, but we still need all those people issues resolved that we need our counselors for. So those are some of the areas that we're really stressing in terms of solutions that we're working on right now to make our IT program more responsive.

MR. HORTON: A quick question for you. It's exciting to hear all this stuff, by the way. I'm just sitting back here somewhat in amazement, as well as just a lot of gratification, to hear that you're ahead of the game, if you will, as to what the direction of the business community is going, as well as to see the two of you guys working together, as we spoke earlier, how important it is to communicate well with one another as to what's going on. I'm reminded of a very, very valuable stone that an individual once had, and no one knew about it, and he wasn't able to share it with anyone. So therefore, the stone had no value whatsoever. But to him, it was very, very valuable and very precious. And so along those lines, I'm just curious as to who knows about all this? Outside of the hearing, is there something that is commonly known throughout the industry that's commonly known throughout our high schools and corporate America?

MS. ARNTSON: I think John would like to comment as soon as I give him the microphone.

MR. AVAKIAN: Certainly, we cannot communicate the market enough. The examples, we have internal and we have external communication challenges. The media arts program I mentioned is one example of a vehicle we're using that goes to the industry as well as to the other colleges and to the high schools. They are part of this competition. And so we have to continually work to build better marketing models to communicate more effectively. I think we have some good best practices examples, but I don't think we're certainly doing the kind of job we can do in marketing.

MR. HORTON: This question is to John or Joyce. Is it possible to develop a product that you're marketing now to your short-term students, the upward mobility students, separate from your long-term students who are interested in matriculating into a four-year institution? It seems to me that you're talking about a totally separate market out there that the community colleges from your perception could be very, very competitive in working in the market.

MS. ARNTSON: We actually have to do that because there's a world of difference between those students who are coming in as full-time students with their primary goal in their studies and those students who are, in fact, working to better themselves in their current positions or in the new position they'll be acquiring. And that, you're right, those are two very different student populations.

MR. HORTON: Is there anything we can do from a legislative perspective to enhance this?

MS. ARNTSON: Gee, I would just love the opportunity to give that some thought and come back to you with a proposal.

MR. AVAKIAN: I know that one of the efforts in the community colleges that is somewhat R and D related is the development of industry-specific instruction that can be delivered in a customized basis by various community colleges directly to the industry as that curricula. As those curricula are refined, then they are taken oftentimes into the traditional college program and offered in a for-credit arena as a means of connecting from the business needs into the college-delivered program.

MS. LIU: Let me just add there. Now, I carried a bill that is going to be trying to do that at the senior level industry-based certification for high school students and partnering with high schools trying to give these kids exposure to a particular career opportunity. But more than that, Joyce, I want to hear you respond to this. Did I hear you correct? When Sandra Sales talked about the standardizing of certification programs, for instance, IT, and the need for that, you're saying that that is already occurring?

MS. ARNTSON: Since the late '80s, we have been offering certification training for our faculty, and our faculty then in turn are qualified by people, such as Microsoft, Cisco, Sun, to be able to offer that certification training to their students. So the problem that we have, though, to be very, very honest that we are really working hard on, is how to get the practical aspects of that because you can carry a certification and not be able to do the job, and so it's that practical level of experience that we are trying to augment our certification programs with.

MS. LIU: Let me just give you a little example because I know of somebody. My son went through a certification program because he's working for a company and it's about MCS, I don't know what it is, certificate, and he went to an ITT college. And I said, "Well, why did you go there? You can get that at the community college," And he said, well, the company paid for his training at the ITT place. It took only two weeks. I saw him with these huge binders, and I said, "There's no way you can possibly comprehend what's going on in that class." And then he did get certified somehow. But at the community college level, it would have taken him two years to get the certification, it would have been much longer, and I'm glad to hear you're trying to deal with people that can be more flexible on the spot and more competitive to what else is going on out there. But is there a disconnect? And we're concerned about it. I think there's a disconnect that we're concerned about in what you're saying and what you're moving, and I hear what you're moving is newer than what's been going on in the past. I'm glad to hear that. And what Jerome was talking about, is there a way that we can facilitate this up to date, what needs to be done here in support of the community colleges?

MS. ARNTSON: Well, there is what our challenge is. We have got to get our faculty to a higher level of training because those certification programs are not cakewalks, but they're very durable. And then, of course, we need those specialized labs that we're working so hard to get. And we need that experience because, you see, in today's IT field the concepts are critical, and to be able to pass the test is essential, but you also have to be able to get your hands dirty.

MS. LIU: Right. You have to use it.

MR. HORTON: You know, many of the community colleges are doing this. I mean, there are some community colleges that have an excellent, excellent nursing program where they're turning out nurses, and some community colleges have established IT programs, like the L.A. Community College IT program. They're doing a good job of turning out qualified individuals that can move into the workforce and actually begin to work from day one with just a nominal amount of training and so forth. So I think there are some success stories out there as I sit and listen.

MS. ARNTSON: Oh, yes, there are.

MR. HORTON: The question is, are those success stories individual stories that are not part of the system and they're not integrated in the infrastructure of the community colleges? For example, I, as an instructor, I may have certain practical experience in the area of accounting and so forth, so I may bring just an enormous amount of experience to the community college that I would be teaching, whereas that may not necessarily be the case or there may be certain requirements at certain community colleges that are not consistent throughout the entire 108 community colleges. As you spoke, I seem to hear that in much of what you do that participation is voluntary. It's not mandatory that all 108 community colleges participate in the final curriculum or concepts that evolve from this process. It's a very worthy process, but there's no demand that this gets implemented in every community college.

MS. ARNTSON: We do have a system of 108 colleges that make their own curriculum decisions, and their faculty determines the kinds of training that they're going to provide. However, we have wonderful colleges with extraordinary faculty who see the value of this, and they do have systemwide success stories, I'm quite sure, and I can just tell you that I'm thinking of a student who just became vice president of IT in his company, and he came into our program at Irvine Valley College with absolutely no IT knowledge. He had been in construction and had suffered an injury, and he went through the program, and he is today vice president of IT, and that's after over a three-year period. And I can duplicate that story in many of our colleges.

MR. HORTON: I think I'm speaking more to the collaboration. And if I may, I'm talking about forced collaboration where you're being forced to work together, forced to develop a curriculum that is statewide. And I'll tell you the importance of that. We as legislators -- you're in a similar situation we're in. The voters would look at the state assembly as a whole, and they will enact term limits and all the other things that really make just absolutely no sense because it strips the assembly of all the historical knowledge. And three years from now everything that I've learned, or four years from now, everything that I've learned will go away, and there's no way of passing that baton on to the next individual. So we're looked upon as a whole. And despite the individual efforts of the students here and their aggressiveness in their outreach to the community, we're looked upon as a body. The same holds true for community colleges. So when the community colleges come to the state assembly in the senate, both houses, and the governor, the governor's not saying, "Well, Santa Monica is doing a good job, so let's cut some revenue from Santa Monica because they're meeting the needs of the State of California. They have an educated workforce." They're saying in community colleges someone's believing or perceiving that you're not doing that collectively. And as you all know, the power to perceive is the power to achieve or, in your case, lost.

MR. AVAKIAN: If I might briefly comment. The idea of forcing the colleges to collaborate, I'm thinking that forcing the assembly into term limits isn't really successful.

MR. HORTON: Okay.

MR. AVAKIAN: And I feel the same way about forcing curriculum exchange and collaboration. Instead, where it's demonstrated that there is clear value to the college to the individuals, the colleges will participate. And where there is funding to encourage that participation, they will participate, and the outcome will be much more effective programs. And the digital media arena is one example of that. There was no forcing, but we have a network of people at over 80 community colleges participating in this particular initiative.

MR. HORTON: Let me share this, and then I'd ask my colleagues to give their perspective on it because I think it's important. I for one is speaking on behalf of just hundreds of thousands of students and parents that are concerned about the future. They're concerned about whether or not their students or their children or the young people would be able to obtain a job in the 21st Century in this technological world that we're evolving into. They're very, very, very concerned about that. And there are a number of individuals on the more fluent scale that are concerned, well, if we don't prepare our students then if we lose that entire generation, what are we going to lose them to? And can we really police them? Can we really incarcerate all those individuals? Can we really work with that? No, we can't. We're better off making sure that the system works. And so what I'm hearing throughout the state in the message to the community college is to develop a product, address this need, and what I'm also hearing from the UC and the Cal State system is that we stand prepared to address that. We're going to modify our curriculum. And I'm saying to the community colleges that if the UC systems figured out a way and then Cal State, they figure out a way to address the need of the business community as it relates to the short term, as it relates to the individuals that are not speaking fluent English and being able to assist them to matriculate into the system, as it relates to the mothers that are working full time and having to go to school in order to advance themselves to provide their children with the necessities of life, if someone else figures this out, or if ITT Tech figures it out, the community colleges are going to have a tough time. You're going to have a tough road to travel. And I would just encourage you, whether the term is forced, whether the term is volunteer, however you accomplish this collaboratively working together to figure out, not the basic fundamentals that I think you should have in common, but I would suggest that you guys get together and figure it out.

MS. ARNTSON: Great.

MR. AVAKIAN: Thank you.

MR. HORTON: Thank you very much. With that, I think it's a perfect segue into Sam Weiss, who is the past president of the Faculty Association of California Community Colleges. Tell us about what the faculty is doing and how you need additional funding for your professional development.

MS. WEISS: That's exactly what I was going to say. If you look around the state at the faculty, community colleges are faced with one of the same problems that other industry and organizations are faced with. We're an aging faculty. On my campus, 50 percent of the faculty will be gone in five years. So in the last five, ten years we've been struggling to incorporate technology into the classroom, into our regular instruction. That's what the students demand, and that's what we're trying to give them. The expansion of web-based distance education has been tremendous. We started about three years ago in my campus with two courses. We are probably at 20 and more in development at this moment. Many of our courses will go into a hybrid approach where there is some classroom interaction between the instructors and the students, but some of the assignments and some of the classes in the meantime is devoted to web-based instruction where the students can do it at their own pace at home or in the computer labs that we have on campus. More and more testing is being done through the web through computer-base testing. Students have struggled. Faculties have struggled to use PowerPoint. And even in some other less identified area where you wouldn't think of it, I sit on all of the advisory committees on my campus for vocational programs as part of my job assignment. And every one of them is asking for more computer-based instruction or more access to computers, including auto technology. Those students have to learn how to go out to the web to find out what parts they need and order them and such. Floral design, those students need to know how to place orders. So even in areas that we would not necessarily associate our minds with computer technology, it's there, and we're incorporating it into the classroom. My area happens to be nursing. And frankly, I would rather have the students make their mistakes on a human patient that's simulated as they're available now than in the hospital dealing with life and death situations. There are models right now where we can let the students make the mistakes and they can kill the model. They're wonderful. They're expensive. They take time and effort for the faculty to learn how to use them and incorporate them into the curriculum.

MR. HORTON: They're easy to revive too.

MS. WEISS: Yes, they are much easier to revive, and I'd rather have these students have that experience than on the real person. So all of these things are available now, but it takes time and effort and money to be able to incorporate all of these things. On my campus, oh, probably about five, six years ago we only had a few hundred computers on campus. Now we have over 2,000 computers on campus. Those computers have to be turned out and recycled about every three or four years. The software even more frequently than that. That's expensive. We don't have the funds to do it. But if we don't have the latest software, the students will leave to go down the street to another college or a private school that has the software. So we have to do it, and we need the funds to be able to do it.

MR. HORTON: Let me interrupt at this point. They'll leave the community college to go down to the private school and pay them a lot more money?

MS. WEISS: That's true.

MR. HORTON: A lot more fees for those classes that they would need in order to get the services. Okay.

MS. WEISS: We're in a double bind. We want to provide for the students what is necessary. The students want the latest version of Word and PowerPoint and Access, all of those programs. I can't mention all the programs that we have on campus. I'm not familiar with all of them. But our advisory committee, we're still using 97, but the students want 2000. So if we don't offer the 2000, the students wouldn't come. But the industry wants the 97, so we're offering quite a few different types of programs. We have a number of dedicated labs, as Joyce and John said. We have to have some dedicated labs because of the sophisticated programs. You can't mix certain types of programs on one computer. The computer simply couldn't handle it. So that means when we don't have classes because it's using that particular software, we can't use those classrooms. Right now, we're busting at the seams because of all of our dedicated computer learners. The formula for determining how much space we need for my size campus says we still have room to grow. But if you look at the computer labs that are dedicated, we don't have space to grow. So some of those formulas need to be revisited in light of the developing technology. You can't put a Cisco networking class in for six hours a day and then have an English literature class in the same classroom. They don't mix. The computers are not compatible, the types of computers that are needed for these things. We're currently offering classes from 7:00 a.m. to 11:00 p.m. probably about 48 weeks of the year including Saturdays and some Sundays. So we're trying to meet the needs of these various types of students that we have. We have short-term four weekends for a course. We have 15-week courses. We have 16-week courses. We have four-week courses. We have six-week, eight-week -- we have all kinds of varieties, and we experiment to find what best meets the needs of our community, and we're constantly revising how we're offering these classes. But the staff do need more training. Don't ask me to do a PowerPoint presentation. I don't know how to prepare it. It's not part of my responsibilities right now with the current job that I have on the campus. If I was in the classroom, I would have had to learn how to do a PowerPoint presentation right now. We have on our campus probably about 25 to 30 movable, what we call, media carts. We can move them into classrooms so that they can be used by more than one faculty, more than one department, and it includes a computer, a projector. Some of our classrooms can be hooked up to the Internet. Some of them are not yet. So that we can move them around. And every year when we're trying to decide how we're going to spend our money, we have requested about five to ten more media carts. So the faculty is getting involved in the use of information technology in the classroom. We're getting requests to widen classrooms for Internet use, not a lab necessarily, but at least until the instructor can use one of these media carts, and go out on the web during the class to show real applications. We have to teach the students how to evaluate websites because they're not all equal. Some of them are, well, they're destructive. They have the wrong information on them. And the students need to learn how to evaluate the website. We're incorporating that kind of information in our classes as well. The faculty need more training, it has to be provided in a way that will meet this faculty's needs, and there's not enough funding for this. We have some basic stuff to go on funds. We really haven't had an increase in it in about ten years. There is some marketing in the technology funding for staff development, but again, it doesn't meet the needs. Teaching a web-based class is different from teaching in the classroom. You can put a talking head on a web-based class, and you know you're going to lose the students. It doesn't work. It has to be interactive. And the faculty need to develop these skills. We need time to develop these skills. We need the funding to be able to teach the faculty. And we can teach them out of their own campus. We don't have to go out there. But we still need time to allow them to do this on top of their regular teaching load. It takes time. We also have the cost of maintenance replacements and site licenses. We have to pay for all those things, and the costs have grown tremendously over the last ten years. I've already said how we need to turn out our computer labs regularly, which you provide and recycle. Our writing skills class doesn't need the Pentium IV's, but some of our office technology classrooms do. So when we turn out and replace the office technology, we use the computers elsewhere, so that we are continuously trying to use what we can. The computers that are unuseful at all anyplace go right into our engineering technology program where they build, tear them apart, and build them back up again, so they can actually have the hands-on experience as well. But this takes time. We don't have the money also to hire the numbers of technicians that are required to maintain all the technology in our classroom. All these need to be dealt with. As far as having state uniform curriculum, in most of our programs you'll find the basic curriculum is very similar. The way in which it is presented to the students may be different, and some of our advanced courses may be designed to meet the local industry needs. Industry needs vary across the state, so we can't have a uniform technology-based curriculum or in any other field that will meet the entire state need. We need to target our local industry. And we do market to local industry, not as much as we need to probably, but we need to do more of that. But we do find an increasing percentage of students coming back to learn a particular skill, and they'll leave in the middle of the semester. As soon as they've got that skill, they're gone. We've met their need. They may not take the entire course. So we are modularizing much of our curriculum so that students who will take this three- or four-week module get the skills they need and leave, then they can come back later when they need another piece of skill. And eventually, they'll put it together and maybe have a certificate. They may not want the certificate, and that's okay too. We try and meet the need of our students. We've heard several times this morning that it's the role of education and the preparation of our students, both those returning for a skill who already have their bachelor's or master's or doctorate degree -- we have had several of those coming back to our campuses as well for a skill -- as well as our high school students. Our graduates from high schools are coming to learn at the beginning, or they're high school dropouts and suddenly realize, "Hey, education is important. I want to come back." We try and meet the needs of all of them. And it's through education that will get the economy of California moving again, and we need your help to do it.

MR. HORTON: I think it was Franklin D. Roosevelt who said, "I'm going to spend money to get us out of recession," and it worked. A quick question, as it relates to professional development for the students in a very limited financial environment, how would you prioritize funding in that aspect, and is there any creative ways or things that you can do in order to enhance professional development? And I'll give you one example of that, a private institution did. They just created about five brand new positions, and those positions had a five percent increase assigned to them, but they require certain technical skills. And they left the positions open, and the positions stayed open for about two months because the individuals concerned about upward mobility went to the local community college, got the skills they needed, came back, and applied for the job, took the test, passed and qualified, and got a five percent increase. And with the private company, the problem was offering that incentive to the employee, faculty, whatever, was cheaper, less expensive than, actually, professional development, and it was actually better for the employees because. Not only did they take the time to enhance their own skills, but they spent even more time and started a whole process. And by the end of the year, at least 35 percent of his staff had actually gone out and taken those courses creating a competitive environment. But is there anything you can recommend in a limited funding environment that can be done in order to enhance professional development?

MS. WEISS: Well, one of the things that some colleges are doing is, this works better with new faculty because they haven't reached across the salary scale yet, the workshops in professional development that they do they can get credit for towards salary advancement, so it does allow them to move across the salary scale in a way that's meaningful and will help them in their job.

MR. HORTON: But not all of the community colleges are doing it?

MS. WEISS: I can't speak for all of them. I honestly don't know. I do know a number of them are, but I wouldn't want to say everybody is without having spoken to all of the colleges. Most of us will do self-development because we love our jobs and we want to do the best job we can. Our validation in what we do is in the success of our students. We don't want our students to fail. And if we know by learning this new skill, we can help our students succeed better, faster, and move on, that's the stimulation from a lot of faculty to go on.

MR. HORTON: In the interest of time, I'm going to ask that Ms. Martin provide us with her insight. Ms. Martin.

MS. D'ORANGE-MARTIN: Most of the points I wanted to make were very eloquently made by both Curt and Gina. In the Pasadena City College School-to-Career Program, we've created partnerships with 11 different high schools by developing career pathways with articulation agreements and memorandum of understanding in 15 different career areas, and this is to help facilitate the students' transitions, students coming from high school to the college environment. Last year PCC had an average of 400 high school students who were concurrently enrolled and taking college classes while they're still in high school. And I'm sure that that number can probably be highly increased, but one of the impediments for high school students attending college is the need for transportation. It's rather difficult for them to get here, not being able to drive cars, let alone the cost. There's no longer community bus systems within the schools where they can come onto the campus. But one of the things that PCC last fall started to do was teach college classes in the high school campuses, and we're now seeing they're teaching classes in at least six different high school campuses to try and make an impact on how high school students begin their college career at an earlier time. Since 1994 students that were attending PCC that had a bachelor's degree or higher had more than doubled. And getting back to what Jerome was saying about whether the fees, there's a fee increase or slight fee increase, would have some kind of a negative effect on enrollment, well, before 1994 there was a $50 fee per unit for students with a degree, and there was a dramatic drop of the students that attended.

It's not just the $11 per unit that is the pittance. If you take it per class, I'm sure that that's really stand-alone. It's not a big deal. But when you look at 100 and $300 in textbook per class, you can see where that really makes an impact. Then after that, you're counting pennies as to how much this class is really costing you, so that really doesn't seem to make a big difference in terms of how much the cost is for community colleges. We've heard some really great best practices here today, but we tend to see that those are few and far between. We highlight the things as we would like to go ahead and see them enacted throughout the system. But again, as Jerome alluded to, is this something that goes on at all 109 campuses, and is this all over? And really what we're seeing is some real support for vocational education programs in the community college as well as the high schools. And to get back to what Curt was saying, which I think is really the long-term solution, I think today we're talking about a lot of short-term solutions that are needed and prices that we're seeing in terms of needing high-skilled workers. But I think the long-term solution is, where are we getting the students that come to the community college and go out into the workforce? We're getting them from the high schools and the middle school. And although we have such a great need for them, in the last 20 years we've practically dessimated and eliminated most of the vocational technical programs in those schools. So I found a wonderful observation of the "San Jose Business Journal" where they noted that the most daunting hurdle for vocational programs today is the current mind set of school boards, the teachers, counselor, parents, and administrators who have embraced college prep with such passion that they have little energy left over to plan relevant programs for the hundreds and thousands of kids who won't be going to a university. While the California Post-Secondary Education Commission reports that less than 14 percent of Californians have graduated from college with baccalaureate degrees, schools continue to shun vocational programs. And so what people have said here today, I think, really need to be highlighted and really looked at as just one of the first steps in trying to reverse that trend, and that is marketing. We have a real image problem, and it's pervasive throughout K through 14, as well as all of the educators. We have this big need for teachers, but we have a greater need when you look proportionally at the teachers that are available, they're going through the programs for vocational technical teachers. We have a dramatic decrease of vocational technical teachers and students that are going into those programs to be prepared in credential to go into the schools and start teaching. We all know that if students aren't exposed to what is out there, they're very less likely to go out and come into the community college and, all of a sudden, adapt to go into a high tech or vocational program because they don't know it's out there. When you look at what the Cal States and the UC's are looking for when they're trying to attract and get their students, only the top 33 percent of the high school seniors are eligible for the CSU. And of that 33 percent, only 12 percent of those can go to the UC. Where does that leave the rest of the students? I mean, that's over 70 percent. Well, they're coming, many of them, to the community college. Then you look at the community college, and of that population, only five percent are transfers. Where are these students going? Those that are not finishing community college got transferred. How are we preparing them for that workforce? And again, I can't underscore enough the need to change that. It's so uneven on how we support those vocational programs throughout the community college system. We have great programs out there where people are doing very wonderful things, but it's very, very uneven. And we just have this image of dirty hands and blue collar. Well, that really isn't true anymore. There are very few working industries that don't require certain levels of technical expertise, and it's getting harder and harder to find those people, whether it be construction, drafting, CAD, nursing. Take a look at the waitress the next time that you go to a restaurant and see whether or not she's using a computer to send those orders back into the kitchen so that they can keep an eye on what kinds of supplies or materials they need to order the next time from the restaurant supply place. There really are very, very few people that are not really in need of technology upgrading. The other point that was made is that the average age of a student in college is between 27 and 28 years old. What's happening to those students between 18 and 27, 28? What are they doing in those ten years? If we're not training them in the middle school or the high schools to look at an alternative, an equal, not something separate, in the past we've had a lot of dubbing down of classes. If you're in the voc. ed section, you had, you know, Business English, and it's not as good as the college prep English. And what we're recommending is that you have a wonderfully integrated and equal sense of prestige when you come through the education system of someone getting a technical vocational education or going on to more academic pursuits. We're seeing so many students coming back with bachelor's degrees, and that's just increasing their life-long earning, and technology continues to change at just this rapid pace where some people come back more and more for this. At the same time the community colleges are charged with so many guidelines in terms of how it's interpreted that our students are succeeding. We'll just accept that it's all pinned on funding. And as my colleague here was just so aptly making the point that some students come in and they learn just part of what they need for their job skill or their promotion and then they drop out, so we're not necessarily being able to capture them as part of the success or having met a goal, and that also impacts the kind of funding that we receive. So I think we need to really look at what exactly are we quantifying as success. If we're trying to build a workforce and we're trying to educate that workforce to get through the system and get through quickly, I mean, you can't be penalized for not having them get a certificate or having finished a complete course sequence. And going back to the high schools, the high cost, again, that was mentioned of having to continuously upgrade equipment, software, not only getting them to be replaced, but also maintaining them. I don't know how it is on other campuses, but on ours it's just horrendous to try and find a technician that we can keep because they can get paid so much more outside. And so not only do we have a hard time getting new equipment and keeping on the cutting edge, but maintaining that equipment. If you can't hire someone to fix it, then it's really useless. And at the high schools, the problem is tenfold. The high schools also have a problem of overcrowdedness, and so they're often, because again of that image, that marketing problem that we have, when administrators look at, gee, should we have an auto class, or should we have another English class? Well, hands down usually auto loses out, and yet we really need auto workers. When our cars don't work and to learn to what to do, who's going to fix them? And so we need to look at that to be in a more equitable place in terms of funding. I mean, we realize that schools have a lot of constraints in terms of building, you have improvements, and these programs do require a lot of room. Labs require a lot of room, workshops require a lot of room, and that really makes it very difficult for our high schools. The other problem that high schools have, and I think that to a lesser point, community college is well into teacher credentials. I was just given an example at one of our local high schools that he was not able to give a robotics class, a JPL engineer who's willing to come on campus and teach a robotics class, because he wasn't credentialed, so he couldn't do it. Now, in order for that JPL engineer to be able to teach that class, yes, he probably could have gotten those credentials. But how likely is he going to go through all the steps of taking the CBEST? And you know, we need to address that problem. We need to see how we can make it streamline, a streamline to the process for people eminent in their career area, in the technology area, to maybe teach one or two classes to help enhance the program. They're not there to take over someone's job, but they're there to add to the richness to what that school's is doing to try and actually market the programs at a much higher level. I can probably go on and on and on. With that, I'll get off the soap box and let Mr. Conner speak.

MR. HORTON: You know, there may be some questions as a result of your presentation.

MS. D'ORANGE-MARTIN: Okay.

MR. HORTON: I think there are. I certainly have some.

MS. LIU: I just really appreciate your comments. You've given me lots of food for thought about the student interconnectedness that we have between the high school and the community college system. I'm going to come back and ask you, well, particularly because you're in my district, about the kind of relationships that you have with various high schools here and what's going on because I'm very interested in providing career tech ed for the young people in our community. I'm tired of losing them to I don't know where, and they need to get back in our system and be productive workers. What you see here is an opportunity. It's really an opportunity to work with a group of legislators that are very interested in this issue up and down the state. It's not just Pasadena. It's pervasive everywhere. We need to have you help us articulate better a process that everybody understands and get rid of heavy deadweight that we don't all need to get into that would make this thing work, so it's most important to have a sense of direction. So I appreciate your comments.

MR. HORTON: Having us a package that is very, very important in the form of some legislative initiative or, if not, just some strategic logical informational way that we can now share that with others that are in the committee that have a platform to speak to those issues, the Dual Enrollment Program is an excellent program. I mean, it's a program that I think actually saves the community colleges a lot of funds in that they are preparing the students at an earlier stage to be able to fit into the system that they will be transferring to at a certain point. The second thing that I think is it does a good job, that we may not be touring at every community college, and that's outreach and recruitment. Not only outreach to the business community, but also outreach to our customer base, our customer base being corporate America as well as the high schools that are in and around our area. I don't know how many of the children are really aware of what's available at their local community college. I would venture to say that many of them aren't. The counselors may very well be aware of it, but they're really not all that in tuned. I was working with the lieutenant governor in an outreach program, Mr. Cruz Bustamante, who was very, very interested in making sure that all our children have an opportunity -- as well as the governor -- to obtain a college education, community college as well as a four-year institution or a means in which to support themselves to be productive in our society. And one of the things that we found in working with the Cal Grant programs was four out of every five students that qualify are not applying for the Cal Grant. They're not aware of the Cal Grant, so they're not applying. And so the question was, well, are the community colleges making them aware of it? Are the high schools making them aware of it? And so we called the high schools and community colleges, and they said, yes, they are. And so we visited one of the local high schools, and the students didn't know anything about it. They were receiving the information, and there were certain problems, the language barriers, there's economic barriers where many of the parents are very, very proud, yet still they're not as well off, but they're very, very proud, and so they don't want to fill out these forms for these grants and so forth. So there are certain things that are not being addressed. And so part of this strategy that I see coming together, part of this marketing strategy, and I'm going to stay away from the word "force," but the strategy of coming together and working collaboratively and developing a product that the business community, the moms and dads out there, that's your market group, your four basic market groups, that I believe that was pointed out. Those four basic market groups, those are your customers, those are your clients, and you develop the product for them. And at the same time I think that the price of that product may vary. The price of a product for students who are looking for access to be able to continue education, public education, that should be accessible. And I think the $11, or a very, very small increase, may be warranted. But some of these other classes that you're being asked to really step up to the plate as far as professional development, as far as technological, as far as infrastructure, and so forth, you've got to be able to charge those things. It just makes basic capitalistic sense in the society we're in.

MS. WEISS: I wanted to just highlight one of the points that you made in terms of counseling, and I just wanted to highlight the point that on our campus of the 22 counselors that we have for the 29,000 students that we have, only one is a vocational counselor.

MR. HORTON: Interesting.

MS. LIU: Only one?

MS. WEISS: Only one is designated the vocational education counselor. In high schools, I mean, their counseling is almost nonexistent. I mean, they're faced with clerks. So in order to really market some of these programs and educate kids to what's out there and available to them, it makes it very, very difficult. And in terms of staff development, one last point, I really feel that there's a great importance to try and educate from the top down. And I think that if administration, presidents, principals, and the various other members of the administration, were educated and were given staff development in vocational education and what it means to the California workforce, the importance of what is going and what is possible in some of these wonderful best practices program throughout the state, I think they might begin to make impact on how to be a more even support among the 109 college campuses for vocational education.

MS. LIU: That's a good suggestion.

MR. HORTON: Gloria.

MS. NEGRETE McLEOD: I'm going to hold off my comments until we let Dr. Conner speak.

MR. HORTON: All right. Dr. Conner, you're on. DR. CONNER: It's a pleasure speak at the panel, and I speak in a slightly different perspective. One is I'm going to focus my presentation, and I sort of outlined some thoughts, and I'm going to focus on pre-college aspects because I think that one of the things that the whole panel is missing is that without the pre-college emphasis, you have nothing beyond that. And I think that is something that I want to address. And I want to read it because I have a disclaimer in the front of my presentation because these are my views, that says, basically, "The perspective presented are my views and not necessarily those from NASA, Jet Propulsion Laboratory, US Department of Education, PUSD, El Monte School District, nor the administration or Natural Science Division of Pasadena City College." I'm here on my own time, so my dean allowed me to come here, but these are my views. They are developed from nearly 30 years of efforts developing science, technology, engineering, mathematics, the STEM Program --That's not just National Science Foundation terminology, STEM. -- enrichment programs for urban Pre-college scholars, with activities from San Diego to San Francisco and from California to Florida. So I'm speaking from this perspective. The assumption that I'm making in this particular panel is that you want to increase math and science literacy among the citizens of America. It's needed to stay competitive in the global economy. Math and science literacy is a starting point for IT competency. My expectation, and I think the expectations I sense, this hearing is looking to develop a shared vision of how to include all segments of American citizenry in STEM careers. School to career is one such effort. My observation is too often educators lack vision on how STEM, for example, IT, careers are able to accommodate diverse scholar interests. And if you have questions, I can talk more about this. This lack of vision exacerbates negative impacts of factors lowering the numbers of students selecting STEM gatekeeper courses. Our parents are the key to long-term synergistic success. And we move on some of these things. My other comment has to deal with when I was at a conference in Atlanta last weekend sponsored by the National Science Foundation and AAAS addressing some of the things or what are good reasons that unrepresented minority students are not going into science, technology, engineering, and math areas. And this is a summary of that. Positive factors associated with STEM success: one -- And this is not in any particular order. It's just an alphabetical order.-- class rank and GPA; Two, intensity and quality of teaching; Three, Math beyond Algebra 2; And four, test scores. These are some things associated with success in STEM courses, which is a preview that comes before getting into the PCC or any other college. Negative factors associated with scholars with greater than 600 SAT scores and high GPA's not entering STEM majors are these: One, lack of encouragement from teachers and peers; Two, poor teaching in STEM courses; And three, self-acceptance of abilities is low. They don't believe they can do it. I have copies on the table back there, if you want it. Correlations to STEM success: The first is the number of advanced math courses taken; The next is parent education, income, and their wealth; A third one is school resources; And fourth is teacher effectiveness. These are some of the things that correlate with success in the science, technology, and math area. Some negative variables for progression to graduate school level as we were talking about has to do with age of the student, having dependent children, especially a problem for female students, and loan and debt burden. And with the last two comments in terms of this particular committee, some of the things that need to be done do not require money. I think contrary to what people are implying, the money is not the solution to a lot of those needs that we have in technology. A lot of it is not enough vision for where we're going. And one of the things that I would recommend that you can consider is that, first, you make it more difficult for young people to get loans and/or provide information on the negative impact of high debt burden. That's why a lot of students don't pursue the greater degrees because they have such a high debt burden, so they stop because they can't continue. Another way is to help day care become more affordable. Those two things, if we can do that, we can increase the number of people going into courses beyond just the STEM area. And my role at Pasadena City College as an associate professor in the Natural Science Division, I teach general biology and marine biology, I'm the current director of the Math/Science Upward Bound Program effective the end of this month, but I am also the director of the program funded by NASA and the Jet Propulsion Laboratory which work with 7th and 8th graders and also the program that you can't pay for that teach the students sophisticated technology, geographical information system, which among our colleague, what GIS, most people don't have a clue what GIS is. It's geographical information systems. And we're teaching this to 7th and 8th graders. Of the biotechnology, we leave to Dr. Linda Johnston. They teach that to my 7th and 8th graders. We're teaching it to college students. And so the same thing when we were talking about teaching college students, we have been teaching to my 7th and 8th graders. So my concern is that we're looking too high up to IT or any other technology. It's being felt that it can't be taught at younger ages. It can. But the problem is that the people who teach it do not believe that the young people can learn this. And that's one of the problems is that we prevent young people from going further and that the teachers need to have confidence in their students, and we need to have a teachers who know the subject matter and can understand the long-term implication of any subject that they teach. And that's one of the problems that I say we're losing the vision because they're too short a term in our view. One of the things that they commented on at the conference in Atlanta is we need to change and care that the image of a pipeline metaphor for getting the students into the technology area. One of the reasons that I would propose you might want to consider a name or term sort of like a capillary blood network where the sales that are nourished by the capillaries are on the outside representing the young children and their vision and their gifts are in the children and we provide resources to nurture what they already have and not try to force them into a pipe. Now, if you ever tried to force anything into a pipe, it's not very comfortable, and it may explain why we are losing so many of them in that window between 17 years old and 28 because they've been stretched out too much when you try to force them into some professional view of what should be done for the future. Many of the companies in the future in the industry, whether it's Intel or IBM, well, they're looking for people who think outside the box because the global economy of the future are going to come up with new markets and new products that have not even been thought of. If you get everybody going in two steps in a straight line in one fashion, Intel or IBM would not be as competitive as they want to be, and they need more young people who are flexible and be able to think and be nourished, and we need to have encouragement from the assembly that we encourage young people to think clearly and start this at an earlier age, not just at the community college level, but we need to start it in kindergarten. And that would be my encouragement. Everything we're talking about here, young people at any age can learn if the instructor knows what they're talking about. And we are doing this. We're teaching it to parents. We have a project we call "Technology Rents" where we teach parents how to use sophisticated technology, GIS/GPS technology, graphic calculators, teach them how to assemble computers. And then I got contract from HUD that we in turn pay to parents to teach this technology in a HUD complex for $10 an hour. So we show them that it's integral that when parents learn the technology alongside of their children, then they would get paid to teach to someone else. We need to have more dynamic sharing, and I'll take an operative way in the word "sharing." In technology, there are too many administrators, too many young people with principles who are not really motivated to share, and I think that's one of the problems we have. We need Americans to share what they know with other Americans, then we can drop down to business at hand and in the interim deal with each situation because it's deplorable that we continue to allow people to come in from overseas and we can't get a hold of taxpayers that can take those jobs. I think it's disgraceful that we allow this to continue. And I think the industry should call to task that they need to do a better job in helping to educate the American public who are paying their taxes rather than hire the people coming in from overseas. Irregardless of 9/11, this should be done irregardless of what happened on 9/11.

MR. HORTON: I think you've made some excellent points. The shared vision probably interests me most and that the vision should be shared from the top down, that it should be a vision that we all can sort of buy into that provides, in addition to the dollars that are necessary for infrastructure, the student type things, that also provides for the professional development that leads to encouragement and motivation and all these other things. I just want to share really quickly, because I know we're at the end of the panel here, but we only have two individuals that have indicated that they want to comment. Those that would like to can take a quick refresher break. We encourage you to go back and fill out the form because we'd like to hear from you as well during this process. But to share with you a true story about a kid who was in New York and he was in the 10th grade and had failed the 11th grade twice, but he had decided to go back to school. And he was sitting in a hallway, and he had in front of him an algebra book, he had a geometry book, and he had a lower level physics book. And so I asked him, you know, "Are you studying all these classes at the same time? You should have taken them in progression or something." And he says, no, I'm studying them all at the same time. And I asked him, I said, "Why are you doing that?" He says, "Well, if I can graduate and I get a good grade on all these classes, then a local contractor has told me that, first, I can get a job and then I can go out and build a home in my community for people that can't afford to live in a home environment." And that piece of encouragement sort of motivated the kid to study all that stuff. So, Doctor, I think you're absolutely correct. I mean, I have the utmost confidence in our children, and I think that they are just like a little sponge. And with the proper amount of fluid, proper amount of training, and so forth, they would just absorb as much knowledge as you're willing to give them, but there needs to be that component of motivation. I know I was fortunate to have a teacher that motivated me as well and kept me out of a lot of trouble, but it was the teacher that did this. I mean, it was a community college that sort of continued the process, and it was a teacher by the name of Tom Alcala over at El Camino College, and I'll never forget the guy because he did a little bit more than just teaching. He did something that money couldn't buy. He encouraged me to continue along with my education. Gloria has indicated that she wanted to provide some comments as it relates to the panel.

MS. NEGRETE McLEOD: I think because I stated earlier that I had been in a conference this weekend in Santa Fe, and what they talked about from all states, they talked about the lack of counselors at the high schools to guide these kids, so I'm looking forward to doing that. There are different success stories at different colleges that people don't know about. At the former college where I was a trustee at, that I worked very hard, that they have a program that's called "Gateways to College" that are working with a local city where all of the high schoolers that qualify and all this interim started at the third grade and kept motivating them to go to college with the caveat at the end that they will get their fees paid for and their books. So they started at -- in this city there's one high school and three junior highs that did this, but they started at the third grade going to the schools to tell them that when you finish this, then you get to go to college, and they said they already got their call. And this is based after Riverside Community College, which is the Gateway to College that won a national award from President Clinton. With this innovation and this dream, as we call it, this thing that tells -- and they're targeting in

Riverside, they were targeting minority students, both Latinas and African-Americans. So these kids have already been motivated, the seed has been planted, so it's moving forward. So it depends from what school you come from, what success stories there are. I know in my area there have been many success stories. Also, there is a problem with the way the state counts your success. I know that if I went to a community college and I left after a year to go onto the university, I would not be counted. I would be a failure in the grading system, even though I went on and even though I went to get a Ph.D. For me in that community college, because I left before I got a certificate or a degree, that school would be counted against. So there's something as legislators we've got to say, if somebody comes to your school irrespective of where they go afterwards, they came there, you've fulfilled their purpose in that community, as we've talked about. So that's another thing that we as legislators can look at, at how colleges won't be penalized for having done something good and that because they just didn't finish whatever it was. Also, I'm a very strong advocate for access to college. I mean, anybody, I don't care who it is, I don't care what color polkadot or whatever, you have the right to go to college, but we also have to recognize realistically that this whole California that everybody is not going to go to college. I can just envision a society where everyone is college educated, which would be a good thing, but we would have a boss for each single worker, and that is unrealistic. There are people that, for whatever reasons, maybe later on when they're 28, 29, they're set to go to a community college. But there has to be workers, and I advocate for strongly educated workers. But I think that society, in a way we penalize people that don't want to go to college. We can say, "You have more potential." Well, perhaps they don't want to go now, so I think we as a society have to stop penalizing people who say, "You're not fulfilling your potential." Perhaps the potential is not there now, and realistically perhaps it will never be there. So let's encourage those people that want to go and, of course, have open access to anybody that wants to go and encourage those young people in the beginning that this is an option for you. But if you choose not to, let's not make them a lesser person.

MR. HORTON: Thank you. We're going to call upon members of the audience now that have expressed interest in sharing their comments or asking a question of the panel. I'd like to say that I still see in the audience Ms. Gina Hunt. She's still in the audience. So just to tell you guys, and I'm going to point to these individuals at least to stay in the hot spot with us. Curt, is Curt still in the audience? Okay. Ms. Gonzalez, Sandra Sales. Okay. I hope that's helpful in any event that any of the audience would have a question for those individuals. I've asked the panel here to stay just for a few seconds. We have four questions, and we'll do what we can to try to get through these. I understand we're a little bit behind schedule, and we started a little late, and my apologies for that, and I thank you so very much for staying us. This is very important information in what we do here today. I think we'll ultimately make a difference in the lives of so many people throughout the years, so thank you so very much for that. I'd like to start out by -- and I'll just call your name and ask that you line up behind each other, so we can move through this as quickly as possible. Ellen Ligons, Mrs. Karen Way, Jessie Caville, Manuel Lopez and -- there's no name. Let's see. Yes, ma'am, welcome.

MS. LIGONS: Thank you. Good afternoon. I'd like to say that I think it's been a great hearing and that I can't cover as much of what has been said by both panels. But as the Dean of Economic Development in Vocational Education at Pasadena City College, I felt compelled to point out a few things to you as legislators that I think you need to focus on. And one is I think you need to acquaint yourself with our statewide vocational and technical education plan. I don't know if you're familiar with that. I served on the field review committee that developed that plan, and it's a plan for how we spend our federal vocational funds. In that plan, there are a couple of things that concern me that impact what we're talking about today. And one is that there are eight required uses of the money and ten allowable uses. What used to be a required use was the purchase of equipment, updating equipment and software. That has now been moved to an allowable use. In other words, providing adequate equipment and software for teaching technology is no longer a priority for the use of our statewide vocational education funds. So you need to become familiar with that plan. And if you can do anything in the area of correcting that, that would be helpful. It is a four-year plan, and it will expire in 2004. And so it's probably at some time during the year 2003 that another field review committee will be put together in preparation for the next four-year plan. The other thing I'd like to encourage you to do is to consider that the Patea Plan is only for how many uses we have for our voc. ed money. We do not have a California state vocational education plan that emphasizes anything because we don't have a plan, we need one, and it should emphasize information competency as well as information technology. And so I would encourage you to look at what you can use as legislators in that area. And then finally, I'd like to say that I'm kind of a sticky person about statistics when I hear the wrong things quoted, and I think we've been misquoting the average age of our community college students. First, we need to understand that isn't a hard and fast number, that a lot of times the age depends upon what's going on in our economy. And it kind of works like this. When the economy is really good, the average age drops to between 18 and 24, where I think it is now. When the economy weakens, it goes up because older workers that have been displaced tend to come back to school, and that's where you see the 27- to 30-year-olds. So we're suffering between those ages.

MS. NEGRETE McLEOD: Let me interrupt. I was quoting Chaffey Community College in that instance.

MS. LIGONS: Okay.

MS. NEGRETE McLEOD: That 28 has been the norm for the last ten years at that particular college. And you're right. I should have stated that was in that district.

MS. LIGONS: And it changes. And Chaffey could be a microcosm of the state, but I think it bears looking at because it has an impact on what we decide to do with the money. And I think especially in light of the fact that we need to spend more money helping students make the famous transition from high school to the community college and onto either higher educational goals or employment. Thank you very much.

MS. NEGRETE McLEOD: Thank you.

MS. WAY: Good afternoon, and thank you for this opportunity. I'm coming from the perspective of Community Technology Centers in the Los Angeles area in California. For those of you who may not know, Community Technology Centers are community-based computer labs and are organizations that have some level of technology program in their operations. They are located in a number of different sites from churches to schools to community centers, youth development programs, art centers, et cetera. CTC's have a variety of focuses. It could be the arts, media. It could be workforce development, youth development, et cetera. I want to ask that as you evaluate a plan for the strengthening of the K through 12 post-secondary education vocational training to career process as it relates to preparing people for IT careers that you also look to Community Technology Centers as a valuable resource in that process or in that path in supporting your efforts. And I just kind of pulled out a few ways that that relationship can be built. The possibilities include just your basic outreach, your ways of awareness in marketing of the program, and the course that the community colleges offer. Most CTC's are very small in community or neighborhood base, and they could be a way of reaching individuals, young people, kids, and older people that you may not be reaching now. They're also a place that can provide the basic skills that are foundational to success in IT careers, the basic computer literacy skills, how to turn it on, knowing about basic applications. And also some also offer a formal educational program, ESL, GED, other kinds of skills that supports the steps that they move on in their education. They are also a place that could also support the need for training people in giving them these office skills training, how to interview, how to write a resume, how to communicate, et cetera. They can also possibly serve as off-campus classroom and lab sites. Some of you have talked about the limitations of your sites now. Most of the centers, they have a lab and a lot of classroom space. That's another resource. They could also be a resource for work experience, internships, and that hands-on experience that you say the student needs, like service learning projects. CTC's obviously have computer labs. We have limited resources also. We're also always looking for the expertise, and it's very difficult for CTC's to, actually, once they have a person who has had experience on the technical side or the instruction side, to keep them because they gain the skills, they're more valuable in the marketplace, and they move on. But these could very well be, these community centers, a place where the people can get that hands-on experience. They can also be a source for higher level technology training. There are some CTC's that right now are also Cisco training academies, Solaris academies. There are some that are also offering multimedia training to young people, young adults through the Workforce Investment Act. They can also be a source for that first job or that entry-level job the person needs once they complete their degree or their certification, they need that hands on, but they also need that employment opportunity. A CTC could be a resource for that. And like I said, we have limited resources, but I'm a strong believer in collaborations and partnerships. And I know the CTC's on a state level there have been some issues, we're community based, and more often put up against or face to face with educational institutions and libraries for funding of our types of programs. And I really think it's time, especially now that we have such limited resources, to see how we can work together and support each other's mutual goals. Thank you.

MR. HORTON: Thank you.

MR. CAVILLE: Hi, I'm Jessie Caville. I'm the career enhancement officer for the American Institute of Aeronautics and Astronautics. And I'm, of course, a little bit biased toward higher education, and I'm going to run through my notes fairly rapidly here. In many cases, computing science is a means to an end. And if you know how to do a spreadsheet and you know how to do a database, then you'll probably get a job in information transfer. But in many other cases, computing science is only a tool, and I think a lot of times we are missing that, that computing science is a tool in the fundamental sciences, like business and engineering. And if you wish to utilize that tool, you have to know something about the basic science or the basic problem in business, or whatever it is, in order to utilize the tool. I would encourage students wanting to go into a higher profession to go into higher education, not to say that some professions may be satisfied by computing alone, but I feel and I still feel that in many, many professions that it's only a tool and you have to know what they're trying to do with the computer before they really appreciate using the computer. My daughter graduated from PCC, which was an excellent education and very, very happy with it, and then she went onto the California university system. I've talked to middle school, high school, and college students about career preparation, and I do that all the time, and I find that the students are not very knowledgeable about what they have to do to move into a career or go onto higher education. Actually, there are two things that I was disturbed about. I recently got the course brochure from PCC, and I looked through it very carefully. I did not see a preliminary or an entry-level engineering course in the brochure. I did not see a course on skills needed to get a job. Per Ms. Gonzales or Miss Frierman-Hunt, apparently we don't teach attitude, speaking, writing the resume or social and interpersonal skills. And I've hired hundreds of people in my aerospace profession, and I'm telling you they don't have those skills. So we need to emphasize that in our education starting in high school and then, of course, carrying it on in the college level that we're talking about here today.

MS. D'ORANGE-MARTIN: I just wanted to respond to your two observations. Our introductory engineering classes, we have several. We may not always offer them every semester, but we do have them. And some of the introductory stuff, we don't have that particular class, then we offer it another semester and we integrate these into the other CAD classes, drafting, the technological electronics, physics-type classes where they will give them an overview and hopefully get them into the engineering program. In fact, our engineering technology program at Pasadena City College has the highest enrollment in vocational education, so we are trying very hard to get students to continue on and not just acquire those preliminary short-term skills to get into the workforce. Our proudest moments certainly are when students can go out and get a great job and then move on and transfer to get those higher degrees. As far as the other classes that you're concerned about, we're concerned about them too. We do have those courses. They're Guidance 17, 10 and 12. They're classes that look at career exploration. The work placement office also offers resume writing, how to get a job, how to keep a job, how to dress professionally, and give them all of those sort of subtle rules and regulations on how to be a great employee. Unfortunately, not all students take those courses, and that is unfortunate, and we do hear from employers on a regular basis that those are very important skills that students do need. And no, they don't teach them in high school. I think that so much of the time, they're so busy trying to teach to one regulation and one guideline, and they often say that some of the more important things are sort of lost by the way side. So I want to assure you that we do teach those, but sometimes they're not very dependent.

MR. CAVILLE: Also, hopefully we can increase our emphasis on those things.

MR. HORTON: Thank you, Patricia. We're going to take a short break that. As we start the main part of the hearing, we just have to out to more comments of the speakers that we certainly want to hear from.

MR. LOPEZ: Hello, my name is Manuel Lopez. I'm with the US Department of Labor, and I'm also a proud resident of Pasadena. And thanks to my Assemblymember, Gloria Negrete

McLeod, I got an invitation today. And I'm also an alumnus of Pasadena City College. That's an unbiased praise. I just want to make a couple of comments or ask a question or two. First of all, I like the flower concept. I got a shot at last with a lot of things here, but my primary purpose is to come and see what kind of curriculum and what kind of, say, computer type of classes Pasadena City College has to offer because I'm actually updating my referral guide. And we had affirmative action plans for contractors, and of course, we used the 1246 affirmative action addressing females and jobs with a lot of the federal contractors and the bigger companies. Usually there's areas of different job groups that are underutilized, and as a courtesy to the contractor community, we sometimes provide them with, say, linkages or referral sources to organizations where they might be able to obtain entry-level positions or even positions for even minors and females to go and carry out affirmative action goals. So the question I'm wondering is, if I needed or if some of the people needed to contact somebody, is there like a web page or a contact person or something that would show the types of classes that they actually have here as far as this information technology computer type of classes or even other types of state certificate programs?

MR. HORTON: Now, I would suggest you talk to Ms. Martin and possibly the two of you can kind of get together afterwards.

MR. LOPEZ: Okay, because our company is looking for sources and resources.

MS. LIU: Actually, in my office we can certainly send to you the various laws that have been passed and signed this last legislative year that deal with this area from the state level. That would be helpful.

MR. LOPEZ: Yeah, that would help. I was more interested in, say, specific classes or the types of certificates that they offer and that we can make available to everybody.

MS. D'ORANGE-MARTIN: Okay. When we're done here, I'll get it for you.

MR. LOPEZ: Good. We'll spread the word. So much marketing and we spreading the word, yes, community colleges do have these types of programs available. So that is my main reason for being here, and at the same time I'm only also -- it seems too vast, the area that you're looking at, because I agree with Dr. Conner that we have to start at the elementary, junior high, and high school also the students, say, and who are no longer just older or more experienced and perhaps more serious about jobs. So from here, what is the next step? Because there's probably other agencies and other committees that are working on this, and this is the first time that I've heard of something like this. And I'm just wondering, what's the next step here?

MS. NEGRETE McLEOD: From my point of view, we need to take it two ways. I sit on the master plan committee on what we're doing here in education in the State of California, and that report should come out in about 18 months. So we're going to make sure that part of curriculum conversation includes the conversation about what needs to be done in this particular area. From this particular select committee, Mr. Horton assured me that we're going to get testimony that we plan to share in the committee. We're going to look at it. And as I said before, there is a consortium of about 18 of us that are very interested in this area, and we're going to get together and look at what's been said today and try to develop a proposed legislation that may continue this conversation over the next few years. I mean, this is just not over with and stacked in somebody's shelf. We need to act on what we've heard on some of the concerns that you've expressed, and we want to do that in a very comprehensive and close to analyzed way.

MR. HORTON: As Carol indicated, one of the primary purposes of this hearing and many of the other hearings that we've held through the state from the state assembly to the state senate centers around the issue of education is to gather information. And then out of this process, what we find is that individuals for the groups that are here will become advocates for the advocate. And then that's a process as well. We begin to tell our colleagues a story about the community colleges, and the wealth of knowledge and the assets that are there and available. And at the same time we will serve as encouragement to the community colleges to continue their collaborative efforts. Hopefully, at the end of the day, at the end of the process, however way that will be, we will end up with additional policy, legislation, and direction. And this thing that Dr. Conner sort of talked about, the developing of a shared vision, that is not only shared by the community colleges but shared by the high schools, shared by the business community, and also shared by those who are charged with the responsibility of appropriating limited amount of funds in the State of California, that being the governor and state legislature, as well as getting an opportunity to be able to talk to our federal representatives to enhance the education of the people of the State of California.

MS. NEGRETE McLEOD: Also, the two of us here sit in a higher education committee, and so this discussion has gone on before. During this legislative session, there have been different bills that have come before us in higher ed that we have had this discussion on top of the vocational education and the need for an enhancement of programs and those other issues about the matriculation in community colleges and universities and the K through 12. And even though it's a really old view, we learn it, and we really do need a seamless kind of educational thing where K through 12 asks higher education, what is it that you need from us? And we in turn at higher education ask, what is it that we can help you with? And this is what we need. There really has to be a collaboration, if there has to be a meeting of the minds at the end to understand what it is. Our purpose in being elected is to help our community, to help the future of California. And if we don't have that tie-in, we're not helping any way.

MR. HORTON: Just a quick commercial break, the hearing can be viewed on WWW.LPBN.ORG. There are cards in the back. They say that within 48 hours that should be available, and it's my understanding that the hearing's also being taped today, and that information will be available. I would also encourage you to contact Carol Liu, your local assemblymember, for information related to the hearing. We want to make our office available, and we will be responsible for providing that information to Carol Liu's office, so don't blame her. Blame us. Thank you. Our next speaker.

MS. SASTURAIN: Yes. Good afternoon. My name is Stinmia Sasturain, and I'm currently taking classes at Pasadena City College in the information technology class. I come here to speak this day on behalf of those information technology students. And what I was noticing in this meeting is, and I'd like to see, for example, representatives of the government, the industry, and the administration. But I don't see here any of my information technology instructors or any students, and I think very much that they should have been here today. Another thing that concerns me the most is not the training. For example, I was taking assistance routers training. We have, I will say, good to excellent instructors. But what we lack at the end of the training is, where do we go from here? Because when we get the certification, we have to go out there in the real world, in the market, and look for jobs, or we go to Internet or the newspapers. Everybody wants three to four to five, six years' experience. So to me, there is a cast between when the student who finishes this training, and then how do you go, or where do you go to get a job? Some of us are so desperate, and we do free work, free internship. What I don't see here is a relationship between the students who are the end products of the education system and the industry. I don't see people from the industry coming to our classrooms and sharing their experience in the substance of what we study. I would like to see more cooperation between the industry and the instructors and the students. For example, in the early 1990's, I don't know now, but in the earlier 1990's the business department at PCC, our program, where every Wednesday afternoon we will have people from the business community to come down for one hour in the afternoon, and we even get one unit of credit for going to these business lectures. They were excellent. We had attorneys, accountants, restaurant managers, you know, to come and talk, how to start their businesses, how their experiences are. We don't have these from the computer industry. And then we really are in a place where we are surrounded by the computer industry, so on and so forth, and we never have anybody to come here and say something about routers or network administration. I don't know. I think somebody should address the problem of internships. Thank you.

MS. LIU: Thank you.

MR. HORTON: I think she makes an excellent point. I mean, we've talked about the matriculation from high school and all the way up to the system. And what happens after they finish and they graduate? A very, very good point, and certainly we need to take a look at them. Provided the opportunity to jobs out there, there are a number of jobs out there, but the job market, are they going to the community college to get their workers? I mean, that was one of the underlying questions of the hearing today. And what is the community college doing in order to interface with corporate America to have these things to put them in its simplest form? Field trips, I mean, it's been proven that they work. Kindergarten's taking field trips. The trips seem to encourage them to do better in science. And I would imagine in the IT profession if they were able to go out and take a field trip, or the intern, what would happen where Disney came into the classroom and said, "We have 17 jobs available to students that meet this particular criteria." We just might get an increase in attendance as well as performance, I don't know, but I think it's a good idea. With that, that concludes our hearing. I'm going to call upon my colleagues for closing remarks. Gloria.

MS. NEGRETE McLEOD: I think I've said enough earlier. I'm known in the legislature as being a very, very practical person and a very forthright person. And while sometimes my viewpoint is not that popular, I think it really has to be looked at because I know there are people out there who are probably thinking similarly. So again, I thank you for allowing me to come and be a part of this. This is very interesting, and we will really work together as legislators in order to try to come up with some kind of way to help everybody. Thank you.

MS. LIU: I too want to thank everybody for participating, and thank you for being patient with us. It's a little bit over the time limit that we allowed, but it certainly is indicative of your interest in this hearing in what we have to say and hearing what others have to say, and we'll get back to you. So thank you all for participating.

MR. HORTON: Thank you as well. The interest is there on our part as legislators, and the governor's interested in this as well -- he's definitely interested in providing education -- and the speaker of the assembly in the senate. We're all very, very much interested in providing educational opportunities to the California residents that we represent. The story must be told by community colleges. We cannot tell the story. We're faced with just enormous amounts of challenges, different issues day to day. Each assemblymember up here could very well be dealing with 90 different issues, and so the story must be told by you. The shared vision must come together, and that shared vision must be communicated to all those decision makers that are involved in the process as far as allocating funds, establishing policy, priorities, and so forth. We look forward to receiving that information, we received a lot here today, and we look forward to the individuals who have come to testify today for coming together and working together to develop that shared vision in such a way that it can be articulated to the state legislature. In closing, I want to thank our staff so very much for all their hard work. They've been working while we've been up here doing our jobs as well, and they've been in the back working very hard. Catherine Hazelton, I want to thank you very much. I want to thank you very much, Joyce Whiten, Karen Markel, and Richard Johnson. How are you doing, Richard? Thank you very much for all your hard work. Without them, this would not have been possible, and I know there's just a few of you, but what I want to ask is that you make enough noise to show your appreciation.

MS. NEGRETE McLEOD: One more, the young lady.

MR. HORTON: Oh, yes, and our transcriber here. Thank them with a round of applause.

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